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Briefing Note: Meeting with NZEI, PPTA, TEU and TIASA on 26 November 2018

To:	Hon Chris Hipkins, Minister of Education		
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Contacts for key issues

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Purpose

This briefing is to support your meeting on Monday 26 November 2018 with four education unions: The New Zealand Education Institute Te Riu Roa (NZEI), the New Zealand Post Primary Teachers' Association Te Wehengarua (PPTA), the Tertiary Education Union (TEU) and Tertiary Institutes Allied Staff Association Te Hononga (TIASA).

Note this briefing will be proactively released, subject to any redactions consistent with the Official Information Act.



Andy Jackson
Group Manager, Tertiary Education
Graduate Achievement, Vocations and Careers
20/11/2018

Proactively Released

Background

1. You are meeting the NZEI, PPTA, TEU and TIASA on Monday, 26 November 2018, from 4:30 to 5:15pm. The meeting will be held in your office. The unions have not confirmed who will attend, or suggested an agenda.
2. This will be your second meeting with the combined group. You last met with them on 27 August 2018.
3. You met with NZEI, PPTA, and TEU individually on 31 August 2018. You and Ministers Martin and Salesa met with NZEI on 23 October 2018. You will meet with the TEU individually on 12 December 2018.
4. You also attended a PPTA conference on 2 October 2018.
5. The **TEU** is the largest union in the tertiary sector. It represents around 10,000 staff members in tertiary education organisations (TEOs).
6. **TIASA** is the professional association and union for allied (non-teaching/general) staff across the New Zealand tertiary sector. TIASA members come from institutes of technology and polytechnics (ITPs), wānanga, and some universities.
7. **NZEI** is the largest education union, representing 50,000 principals, teachers and support staff who work in primary, area and secondary schools as well as early childhood centres, special education and school advisory services.
8. The **PPTA** represents over 17,000 school teachers and principals.
9. Ministry of Education officials will attend the meeting.

Current Issues for the PPTA and NZEI

10. We have identified the following issues as important for the PPTA and NZEI.

Collective bargaining

11. NZEI and the Ministry entered facilitated bargaining on 5 November 2018 seeking renewal of the Primary Teachers' Collective Agreement (PTCA) and the Primary Principals' Collective Agreement (PPCA), and to avoid rolling strike action scheduled from 12 to 16 November 2018. The current collective agreements expired on 8 June 2018 and 16 May 2018, respectively.
12. The Ministry provided NZEI with revised offers for renewal of the PTCA and PPCA on 8 November. The Facilitator recommended that NZEI members accept the offers, and NZEI sent both offers and the recommendation to members on 9 November. The strikes went ahead as scheduled and NZEI members will vote on offers (ballot beginning 27 November and closing 4 December).
13. The Ministry presented the PPTA with a revised offer on 6 November to renew the Secondary Teachers' Collective Agreement (STCA). The PPTA had requested this second offer ahead of its Paid Union Meetings running from 7 to 23 November. The collective agreement expired 27 October 2018.
14. We recommend you do not comment on these issues as collective bargaining is the responsibility of the Secretary for Education under delegation from the State Services Commissioner.

Education workforce strategy

15. The Education Workforce Strategy 2032 will address workforce challenges, enhance the status of the teaching profession, and develop systems to provide for a sufficient, capable and motivated workforce.

16. The strategy is being developed in partnership with the education sector through a 23 member representative governance group that includes the NZEI and the PPTA.
17. The PPTA wrote to the Secretary for Education on 5 November 2018 expressing concerns with the approach the governance group is taking to developing the strategy. We met with the PPTA's Jack Boyle and Michael Williamson to discuss these concerns and will work to resolve any outstanding issues.

What are these concerns?

Teacher supply

18. Uptake figures for teacher supply initiatives announced since December 2017 suggest they have been popular overall. In October 2018, the Government committed an extra \$10.5 million, on top of the \$29.5 million announced since late 2017, to ramp up teacher recruitment initiatives and increase funding for schools. The number of new teachers targeted aligns with our new teacher demand and supply planning tool. This indicates shortfalls in 2019, without intervention, of 650 at primary level and approximately 200 at secondary level.
19. The National Beginning Teachers Project is being introduced as part of the \$10.5 million package. It involves an induction grant for schools employing a Beginning Teacher for 12 months or more.
20. We aim to bring in quality overseas-based teachers and increase the percentage of Initial Teacher Education (ITE) graduates that gain employment. The Ministry launched an Overseas Recruitment Campaign and since 1 October 2018 contracted recruiters have received 3,383 candidate applications. Of these, 565 candidates are ready for market. To date there have been 189 active vacancies lodged by schools with our recruiters, 92 offers to applicants, and 77 accepted offers.
21. We and the Teaching Council are improving Professional Learning and Development (PLD), including building the culturally responsive practices needed to work in New Zealand. Induction videos covering New Zealand's cultural context and teaching the New Zealand curriculum will be available before the end of 2018. Online modules developed through Otago University will be available from the start of the 2019 school year. A series of regional workshops to reinforce the learning will commence in the first term of 2019.

Initial Teacher Education (ITE)

22. The Ministry is leading work on improving the quality of Initial Teacher Education (ITE) and looking at system levers to encourage entry to teacher education.

23. s 9(2)(f)(iv)

24.

25. As you are aware, NZEI oppose employment-based initial teacher education for the primary sector. They feel it risks lowering the quality of teaching and the additional burden coaching and mentoring would put on other teachers and school leaders.
26. We aim to provide further advice on ITE before the end of the year.

Raising the status of the profession and addressing teacher and principal wellbeing and workload issues

27. Following the successful launch of the 'become a teacher' campaign we are advertising on mainstream TV channels.
28. s 9(2)(f)(iv)
29. A joint taskforce on workload issues, with union and principal representation, ran nine workshops across the country to identify ways to reduce compliance activity for principals and teachers. You received our report and have announced the next steps.

NCEA Review

30. The PPTA is on the NCEA Review Reference Group and PPTA nominees are on the Professional Advisory Group. We are considering the PPTA's submissions on the review and have discussed them with the Ministerial and Professional Advisory Groups. We have offered executive PPTA members an opportunity to meet and share their views on several broad ideas for change. Their feedback will be considered by the Advisory groups along with wider stakeholder feedback.
31. The PPTA has taken a particular interest in opportunities to reduce teacher workload, and has expressed concern that the NCEA Review is unlikely to relieve pressure on teacher workload for a number of years. We have been working closely with NZQA and the PPTA to identify options to reduce NCEA moderation workload for senior secondary teachers ahead of the NCEA review's recommendations.

The Curriculum, Progress and Achievement Work Programme

32. NZEI is represented on the Curriculum, Progress and Achievement Ministerial Advisory Group (MAG) and the Curriculum, Progress and Achievement Reference Group. The PPTA is also a member of the Reference Group.
33. Key to the MAG's overarching idea of a 'system that learns' is that people in every part of the system have access to the information they need to do their jobs well. Cabinet has approved a recommendation to continue the MAG's work until June 2019 and to broaden the scope of its advice to include progress information needs across the system. NZEI welcomed the time extension.
34. The Reference Group meets on 3 December 2018, its first opportunity to discuss the broadened scope.

Professional Learning and Development

35. Implemented in 2017, centrally funded PLD is inquiry-led and tailored to the needs of schools, kura or Kāhui Ako. Networks of Expertise complements the centrally funded model, taking a 'for teachers, by teachers' approach, encouraging collaboration and the sharing of expertise.
36. We are working closely with the Education Council on the Leadership Strategy to be launched soon, and its underpinning capability framework.
37. The strategy treats leadership as a broad function, not restricted by title or position.

The framework will inform the design of system supports for leadership in the period before the outcomes from the Tomorrow's Schools Taskforce and other Education Work Programme co-design groups are announced.

Supporting the implementation of Digital Technologies & Hangarau Matihiko

38. We are supporting the sector to implement Digital Technologies & Hangarau Matihiko and make sure there are high quality professional and curriculum support resources. NZEI and the PPTA are part of a working group that helped develop these supports, including new curriculum content. They are also on our Change and Enablement Sector Working Group. They have previously said it will be a challenge to upskill the existing workforce or recruit new staff to deliver the new curriculum content by the end of 2019.

Support for students with additional needs

39. NZEI and the PPTA have concerns that children and young people with disabilities and additional learning needs do not have access to the support they need.
40. In response to feedback from parents, whānau and the education sector, we are developing a Disability and Learning Support Action Plan (the Action Plan). Consultation on the draft Action Plan closed on 31 October 2018. The final Action Plan will be considered by Cabinet and implemented over the next few years.

The new Learning Support Coordinator role

41. The Government has just announced investment of \$217m over four years for the first tranche of approximately 600 Learning Support Coordinators (LSCs). These roles will be in place from the 2020 school year. The LSC role is an important part of the draft Disability and Learning Support Action Plan.
42. The LSC announcement was well received by the sector. Some groups questioned whether LSCs will have to be qualified teachers and how they will be allocated.

The physical restraint guidelines

43. The Guidelines for Registered Schools in New Zealand on the Use of Physical Restraint were published in August 2017, to reflect changes in the Education (Update) Amendment Act 2017 and give school staff more clarity on the use of physical restraint.
44. The guidelines were developed in consultation with a cross-sector Restraint and Seclusion Advisory Group, which included the PPTA and NZEI.
45. Some educators have advised that they are still unclear as to when they can and cannot use physical restraint. The PPTA and NZEI have been generally supportive of the guidelines, but have called for better training for teachers, simpler reporting, and more support for schools to manage challenging behaviour.
46. After a year in use, the guidelines are being updated. We have been working with the sector to address concerns raised. The first step was reconvening the Advisory Group, which met most recently on 9 November 2018. Peak bodies have indicated that they are pleased with progress and we are working with them to consult more widely. We anticipate the refreshed guidelines will be available to use by Term 2 of 2019.

Current issues for the TEU and TIASA

47. The TEU and TIASA share similar concerns about the tertiary sector. Their key issue will be the financial sustainability and operational model for vocational education and training (VET) and next steps for the VET system review and ITP Roadmap 2020.

Review of the VET system

48. In April 2018 you directed Ministry of Education (the Ministry) officials to consult with sector stakeholders on their experiences with VET [Metis 1119389 refers]. The TEU recognises that changes have to be made, and we are working with it and other stakeholders to understand challenges and opportunities for the system.
49. As you have yet to announce any decisions about reforms to vocational education, we recommend your talking points focus on your aspirations and process for the review.

ITP Roadmap 2020

50. Following the Tertiary Education Commission's (TEC) advice to you on options for a sustainable Institutes of Technology and Polytechnics (ITP) network you brought together the VET Review and ITP Roadmap 2020. The Ministry and the TEC are drafting a paper for the Cabinet Social Wellbeing Committee with proposed options for policy and ITP structural change.
51. Once Cabinet has made decisions, the TEC and the Ministry will work with the sector and other stakeholders on the detailed design of the proposals and any formal consultation process. TEU, TIASA, and the Secondary School Principals Association of NZ were part of the Integrated Working Group that advised TEC on the ITP Roadmap 2020, and we anticipate working with them further.
52. The TEU wrote to you in October 2018 asking that the TEC brings the participants in August's two-day co-design workshop back together to discuss the TEC's advice to you. The TEC replied on your behalf that while it cannot discuss the advice, officials are committed to working with the TEU and others to implement any changes.

Interventions in the Institutes of Technology and Polytechnics (ITP) sector

53. The TEC has advised you on financial support for Unitec and Whitireia (C/18/00444 refers), the appointment of a Commissioner at Unitec (B/18/00489 refers), and the need to dissolve the combined Council of Whitireia and WelTec and replace it with a Commissioner (B/18/00508 refers).

Unitec Institute of Technology (Unitec)

54. The TEU and TIASA, when consulted in July, supported your intention to dissolve Unitec's Council and replace it with a Commissioner. The TEU published a separate report on Unitec's issues, based on the views of 21 TEU members at Unitec, and is critical of earlier decisions on Unitec's restructuring.¹
55. Unitec announced in September that between 100 and 200 jobs may be affected by a proposal to close 19 courses as part of changes to return Unitec to financial viability. The TEU noted that while it understood the need for change, the speed of change was too fast to allow staff to be fully engaged. The Unitec Commissioner has engaged closely with the TEU since his appointment.

Whitireia Community Polytechnic and Wellington Institute of Technology (Whitireia/WelTec)

56. The TEU supported dissolving the combined Council of Whitireia and WelTec, but had not been aware of the severity of their financial challenges. The TEU sees the issues as reflecting the broader challenges facing ITPs.
57. On 6 November 2018, WelTec and Whitireia announced organisational changes to restore their financial position and strengthen VET in the Wellington region. The changes include proposals to integrate Whitireia into WelTec and close the Kāpiti campus, subject to consultation with staff, and work with the community on a new approach for delivering vocational education on the Kāpiti coast. The TEU was disappointed with the proposals, which it views as a result of competitive funding, and implored the chief executive and Commissioner to listen to students and staff through

¹ <http://teu.ac.nz/2018/08/unitec-commissioner-warned/>

the change process. The Commissioner and Chief Executive are engaging with the TEU.

Cross-cutting issues

58. We have identified the following issues as important to all four unions.

Transforming careers advice

59. The TEC will begin trialling the new Careers Strategy in February 2019. Representatives from all four unions have been engaged in its co-design.

60. The strategy is collaboratively led to address concerns related to information, advice, support and cohesion across the education to employment pipeline for the lifetime of learners aged 7 to 74. It considers all users – parents, learners, educators, employers, the unemployed, and broader government.

61. On 23 October 2018 the TEC and the Ministry jointly advised the sector that we are changing how we support career development in schools. The TEC will no longer deliver professional development to career influencers in 2019, but will soon start unveiling new tools to help people on their journey through education and employment.

62. Feedback from careers professionals, teachers, students, and employers suggests the current system lacks coherence between curriculum teaching, careers support and information, and connections to the community and employers. We recently advised you on options to address these concerns, including a Careers Action Plan, aligned with the strategy, to support young people to connect with employers.

63. The Action Plan aims to shift careers education culture and practice by: putting learners at the centre of careers education; schools providing managed pathways for every child and young person; and pathways being informed by good information.

64. s 9(2)(f)(iv)

Māori education strategies

65. Ka Hikitia (the Māori Education Strategy) and Tau Mai Te Reo (the Māori Language in Education strategy) are being refreshed as part of the Education Work Programme. This provides an opportunity to strengthen the education system's response to Māori learners' identity, language and culture, and lift Māori educational wellbeing and achievement.

66. These two strategies will be informed by ongoing discussions with Māori learners, whānau, hapū, iwi, Māori education experts and colleagues within the education system, including through regional wānanga and the Kōrero Mātauranga | Education Conversation.

67. Ka Hikitia and Tau Mai Te Reo will inform, and be informed by, other components of the Education Work Programme (EWP). For example the Education Workforce Strategy and the Review of Tomorrow's Schools provide significant opportunities to support equity for Māori learners and te reo Māori provision.

68. As part of the EWP, Cabinet directed each workstream to include explicit consideration of the impacts for Māori learners and provide support for the provision of Māori medium education.

69. The following two Māori education initiatives from Budget 2018 will have widespread implications for the teaching workforce, and may be of particular interest to the four education unions:

- a. **Te Ahu o te Reo Māori** will build the capability of teachers in early learning, and primary and intermediate schools, so teachers are more readily able to

confidently and correctly use Māori words, phrases and sentences. Over time, the objective is to support teachers to increasingly teach subjects using te reo Māori.

- b. **Te Kawa Matakura** will provide an opportunity for rangatahi to deepen their knowledge and experience of te Ao Māori, in order to grow their leadership potential. The programme will be available for 15-25 year olds who display a high level of Māori language proficiency and leadership skills.

70. Details of a wide range of current Māori education initiatives are provided in Annex 2.

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Annex one: Suggested talking points

Compulsory Schooling Sector issues (PPTA and NZEI)

Collective bargaining

- Collective bargaining is the responsibility of the Secretary for Education under delegation from the State Services Commissioner. I encourage you to work with the Secretary on a way forward that meets the needs of teachers and taxpayers.

Education workforce strategy

- The strategy is being developed in partnership with the sector, and with governance provided by a representative Education Workforce Strategy Governance Group.
- I appreciate your contribution to the strategy, through the Governance Group.

Teacher supply

- The Government has committed \$40 million in the last year to address teacher supply.
- The Ministry has increased the number of recruitment agencies they're working with and ramped up engagements. The overseas teacher recruitment campaign over four weeks delivered 3,383 candidate applications to contracted recruiters. Of these, 565 candidates were ready for market. In mid-November, 189 active vacancies had been lodged by schools with our contracted recruiters, 92 offers had been made to applicants and 77 had been accepted.

Initial Teacher Education

- We will work to resolve barriers to gaining a teaching qualification and joining the education workforce, including time, cost, ability to earn while you learn, duration, and accessibility.
- The Education Act 1989 was updated in 2016 to allow a school board of trustees to make a teaching position in their school or kura a trainee teacher position, if approved by the Secretary for Education. This enables schools to employ people who are completing their teaching qualifications through employment-based programmes approved by the Teaching Council.
- The Teaching Council is working on strengthened requirements for all ITE programmes, based around the Code of Professional Responsibility and the Standards for the Teaching Profession. The new requirements are intended to raise the quality of all ITE programmes and all graduates from ITE.

Status of the profession

- The impact of the marketing campaign after 3 weeks of advertising indicated significantly positive results on the perception of teaching.
- An Education Professional's Wellbeing Framework to support teachers and principals has been developed and soon to be implemented.
- The Joint Taskforce has identified ways to reduce compliance activities that are a burden on principals and teachers freeing up time to teach. The Ministry continues working on a second iteration of the school-focused workshop findings, incorporating Taskforce feedback, with an engagement plan being drafted to transition this work

through to Phase 2: Confirm, the Taskforce will engage with stakeholders, including the Ministry, to discuss how to best meet outcomes.

NCEA Review

- The Ministry is really appreciative of the PPTA's support for the NCEA Review, and for the expertise that they have contributed throughout the process. It is good to hear that the Ministry and PPTA are working together to identify interim opportunities to alleviate teacher workload pending the outcomes of the NCEA review.
- Judie Alison (who recently retired from the PPTA but continues to represent them in relation to the NCEA Review) has been contracted by the Ministry to provide feedback and advice on the Ministry's evidence briefs on NCEA. Judie's input has been an incredibly valuable contribution to the NCEA review.

The Curriculum, Progress and Achievement Work Programme

- The Curriculum, Progress and Achievement Ministerial Advisory Group is providing advice on how to ensure schools and kura have the support, capability and tools they need to enable student progress and achievement across the breadth of the curriculum, including key capabilities for success in learning, life and work.
- The Advisory group has developed nine emerging ideas to ensure every child experiences rich opportunities to learn and progress. The Curriculum, Progress And Achievement Reference Group is leading engagement with you and your colleagues on the Ministerial Advisory group ideas, and feedback closes on 30 November. In the meantime, the Advisory group is further refining its ideas, based on feedback already received from the engagement process.

Professional Learning and Development

- I have asked the Ministry to test, with you and your colleagues, a reset of national PLD priorities so that they align with the focus on progress across the curriculum.
- I also want to ensure the priorities relate to the themes coming out of the Education Summit, Education Conversation and the Curriculum, Progress and Achievement Ministerial Advisory Group. This consultation will happen in Term 1 2019.
- The Tomorrow's Schools Taskforce is considering the possibility of an educational advisory service and college of education leadership. I am expecting their report on these two initiatives.

Implementation of Digital Technologies & Hangarau Matihiko

- The new curriculum content is about giving students an understanding of the computer science principles and programmes that drive digital technologies. It is also about developing digitally-capable thinkers and creators.
- ERO is finding out how well the implementation activities are supporting teachers and schools. Te Paetawhiti is evaluating the Hangarau Matihiko implementation in kura. Findings from these evaluations will be available in term 1 2019, and will help the Ministry address anything that is not working well for teachers and kaiako.

Support for students with additional needs

- One in five children and young people needs extra support for their learning. We have heard from children and young people, parents, whānau, and others in the disability and education sector with concerns about how effective the current system is.

- This government is committed to improving support for children and young people with disability and learning support needs.
- Our decision to invest an additional \$283.8 million over four years in learning support, announced in Budget 2018, will help to address some funding and demand pressures.
- The Disability and Learning Support Action Plan will support an inclusive education system where the presence, participation and achievement of children and young people with additional learning needs, including disabilities, is valued and supported.
- Consultation on the Draft Action Plan closed 31 October 2018. The Ministry is working through the feedback and submissions, with a view to having a final Action Plan for Cabinet consideration in the near future. Actions will need to be achieved within available funding, and sequenced and phased in over time.

The new Learning Support Coordinator role

- The Learning Support Coordinator announcement delivers on a number of the 26 recommendations from the Labour, New Zealand First and Green parties' minority report to the Dyslexia, Dyspraxia and Autism Inquiry in the last Parliament.
- We expect the new coordinators will work with teachers to ensure students with additional needs get the support they need.
- Allocation details for these roles and detailed job descriptions have not yet been finalised. They will be informed by feedback from public consultation on the draft Disability and Learning Support Action Plan, which closed on 31 October.
- I look forward to hearing your thoughts on the design of this role.

The physical restraint guidelines

- Given that the physical restraint guidelines have been in place for just over a year, the Advisory Group has reconvened and is considering feedback of the people who are using them.
- I am pleased that the Ministry has been working with the sector to discuss the best way to address concerns raised.

Tertiary education issues (TEU and TIASA)

Review of the VET system

- The Government has been assessing the vocational education system and how it can better meet the current and future training needs of learners, providers, employers and New Zealand more generally.
- In February 2018, I announced a review of vocational education. Officials have been talking with stakeholders and analysing the issues and opportunities.
- I appreciate your contributions to this work.
- The Ministry has provided me with advice about opportunities to strengthen vocational education and I am currently considering it.
- This work aligns with the objectives of ITP Roadmap 2020 and intend to take a joint VET Review and ITP Roadmap paper to Cabinet in the near future.

ITP Roadmap 2020

- TEC has provided me with options for a sustainable ITP network that delivers quality vocational education and training across New Zealand.
- I am currently considering this advice and I intend to take a joint VET Review and ITP Roadmap paper to Cabinet in the near future.
- I encourage you to continue engaging with Government on this issue. Agencies will work with you on the next phases once Cabinet has made decisions on the proposed way forward.

TEI councils

- The Education Amendment Act 2018 implemented our policy to reinstate guaranteed places for elected staff and student members on University and Polytechnic councils.
- We are committed to reaffirming the important role of staff and students in institutional decision-making, including on governing councils, and the vital role of students' associations as advocates, representatives, and champions of student culture.

Unitec and Whitireia/WeITec

- Thank you for your support and feedback on my recent decisions on Unitec and Whitireia/WeITec.
- As you are aware, there is a need for significant change in the ITP sector, and government is working with Unitec and Whitireia/WeITec to ensure staff and student voices are heard and contribute to the change proposals.
- I appreciate your continued support for staff at this time.

Cross-cutting issues (interests of combined unions)

Transforming careers advice

- The TEC is developing a Careers System Strategy that supports New Zealand businesses, learners, people preparing to work, people already in the workforce, and those that have disengaged from education and are not in employment.
- At the same time, the Ministry is leading work on a Careers Action Plan which will be a component of the Careers System Strategy.
- The Action Plan aims to shift careers education culture and practice within schools.
- The Ministry and the TEC will jointly work with schools and professional career organisations to develop actions which are part of the Action Plan and Strategy.

Annex two: Māori Education Initiatives

For your interest, Māori Education Initiatives not included in the body of this paper are listed below.

Mauri Tū Mauri Ora

- Mauri Tū Mauri Ora programmes are the collection of programmes that focus on accelerating the achievement levels of ākonga (years 1-8), who are learning through Te Marautanga o Aotearoa in te reo Matatini (pānui, kōrero and tuhituhi) and Pāngarau (Te Tau me te Taurangi, Te Ine me te Āhuahanga and Te Tauanga) and are not achieving at expected levels.
- Kura and Māori medium settings have been able to access Mauri Tū Mauri Ora for extra support to specifically accelerate the progress and achievement of their ākonga.

Aromatawai and Reporting Guidance

- As part of ongoing support for kura and Maori medium settings, we have developed Aromatawai and Reporting Guidance for kura and Māori medium Settings. The material provides information to assist and enhance kaiako understanding of ākonga learning and success, and guidance on reporting ākonga progress and achievement.
- The guidance material uses the principles of Rukuhia Rarangahia to provide a solid foundation to enhance kaiako understanding of ako and the aromatawai approach. It was made available from the start of Term 4.

Te Waharoa Ararau

- Te Waharoa Ararau (TWA) was developed by kura and Māori medium leaders for kura and Māori medium settings. It assists with the collection, collation and analysis and reporting of reo matatini and pāngarau progress and achievement at the individual, class and kura-wide levels.

Anga Tupuranga

- Anga Tupuranga Pāngarau and Te Reo Matatini are progression frameworks for the foundational learning areas of pāngarau (mathematics), kōrero (oral language), pānui (reading) and tuhituhi (writing), aligned to *Te Marautanga o Aotearoa*.
- These are being developed by pāngarau and te reo matatini experts working with teachers, students, kura and school leaders and whānau, to strengthen the reliability and consistency of progress and achievement information in the foundational learning areas.
- This development will further improve student progress and achievement information to help teachers, students and others to more deeply understand how to better personalise ākonga learning pathways and equip them to reach their potential.
- Development began in June 2018 and is expected to be completed by the end of Term 1 2020, ready for kura and Māori medium settings to use from mid-2020.

Rapua Te Ara Tika

- Rapua Te Ara Tika is a curriculum planning tool that will be available online to support Kāhui Ako, kura and Māori medium settings to collaboratively design a shared quality, local curriculum for their learners; focused on supporting children and young people's learning success across the Māori medium education pathway.
- We expect to launch the tool towards the end of Term 4.

Kaupapa Māori Projects

- Te Tai Whakaea, in collaboration with the Ministry of Culture and Heritage, tells two sets of Treaty Settlement stories.
- The Ministry and Te Tari Arotake Mātauranga (ERO) have partnered to produce '*Whaia ngā ara painga kia angitu ai*' – a project designed to showcase success in Māori language education pathways.

Māori Events

- The Ministry is a major sponsor for a number of Māori education related events. The events include:
 - The annual Ngā Manu Kōrero (Secondary school) and Ngā Pū Kōrero Mō Āpōpō (Primary school) national speech competitions
 - Te Wiki o Te Reo Māori – Māori Language Week.
 - Ngā Tohu Reo Māori – Māori Language Awards.
- These events promote the use of te reo Māori, Māori language in education pathways, and exemplify Māori education success.

Hangarau Matihiko

- Hangarau Matihiko is the new digital technologies strand within the Hangarau Wāhanga Ako in Te Marautanga o Aotearoa, launched in December 2017. While schools and kura are not yet expected to implement the new content, we are working with them to prepare so that by 2020 they are ready to go.
- We have been developing a number of resources to support the teaching of this Hangarau Matihiko. Tier 3 supports developed so far include lesson plans, supporting animations, videos, and a stocktake catalogue of other resources developed external from the Ministry that may be useful for teachers in Māori medium including applications that teach students how computational thinking through coding.

Hangarau Matihiko NCEA standards

- Given the inclusion of Hangarau Matihiko in the curriculum and Te Marautanga o Aotearoa, the Ministry has been working with NZQA to develop NCEA standards for level 1, 2 & 3.

Professional Learning Development

- The Ministry is currently reviewing the Provisionally Certified Teachers/Overseas Trained Teachers (the PCT/OTT contract) and Ako Panuku contracts with a view to extend both contracts for the next two years.
- Ako Panuku targets provisionally certified teachers, experienced teachers, and newly identified Māori leaders facing workload issues.
- The PCT/OTT contract is a joint contract with Ngāi Tahu, UC Education Plus and Otago University and provides support for PCTs and OTTs in both English and Māori medium settings (approximately 400 PCTs and their mentors in English medium and 70 in Māori medium).
- The Education Council is also piloting support for PCTs who do not have a mentor or tutor teacher. The Ministry is working closely with the Education Council to understand the findings as the pilot progresses.

Networks of Expertise

- In May 2018, the Ministry contracted Mau Creative to investigate (and plan for) how we might promote the value of building and joining networks of expertise to all kaiako, connect networks for coherence and capability building, and spread professional knowledge about how to strengthen networks.
- Mau creative will provide a report with recommendations by 7 December 2018. This report will inform the development of a number of networks for Māori medium by Term 1 2019.