



PPTA TE WEHENGARUA ANNUAL CONFERENCE 2022

ANNUAL CONFERENCE REPORT: LEARNING & DEVELOPMENT CENTRE

PROFESSIONAL DEVELOPMENT FUND FOR SECONDARY SCHOOL TEACHERS



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Recommendation

1. That the report be received.

Purpose

The purpose of this report is to give an update on the professional learning and development programmes supported by the PLD fund.

The period of this reporting is 01 July 2021 to 30 June 2022.

Background

The 2019 Secondary Teachers' Collective Agreement established a fund for the purposes of secondary school teachers' professional development. The PPPTA Te Wehengarua provides professional development opportunities under this fund in consultation with members of the sector. This ensures that the teaching workforce is in a position to respond to the challenges posed by learner needs in a rapidly changing world. PPTA Te Wehengarua is committed to supporting the sector nationally to ensure all young people in New Zealand have equitable access to a high-quality public education.

Memorandum of Agreement for Professional Development for Secondary School Teachers

The Terms of Settlement of the Secondary Teachers' Collective Agreement, dated the 11th of June 2019, specifically Paragraph 11, provides that a professional development fund be made available for secondary school teachers. Further, that an agreement will be established governing the administration of the fund. The *Memorandum of Agreement for Professional Development for Secondary School Teachers* engages PPTA Te Wehengarua to manage this professional development fund.

Variation to the Memorandum of Agreement for Professional Development for Secondary School Teachers

As a result of the continued uncertainty of the COVID-19 pandemic restrictions, the PPTA Te Wehengarua requested, and the Ministry agreed, to an extension of the term of the Agreement for an additional year to enable the PPTA Te Wehengarua to re-align how it can deliver appropriate professional learning and development for secondary school teachers.

On the 7th of May 2020, the *Variation to the Memorandum of Agreement for Professional Development for Secondary School Teachers* was signed for and on behalf of Ministry of Education by Iona Hoisted and signed for and on behalf of New Zealand Post Primary Teachers' Association Inc. by Yvonne S Oldfield.

The variation came into effect from the 1st of May 2020; outlining a one-year extension of the program through to the 1st of July 2023. The following schedule of payments was agreed: \$865,000 (including GST) on 1 February, 1 May, 1 August and 1 November

beginning 1 May 2020 and ending on 1 February 2023; and the sum of \$870,000 (including GST) on 1 February 2023. Please refer to the variation letter for further details.

Challenges facing the Education Sector due to the evolving COVID-19 Pandemic

COVID-19 has had an unprecedented effect on New Zealand's society, economy, and environment. The evolving COVID situation has meant we have had to be flexible and adaptable in our approaches to designing and delivering meaningful, learning and development opportunities for kaiako to grow their professional practice.

We are continuing our consultation with the sector to ensure that the design of our learning and development opportunities are tailored to the needs of the teaching workforce. Teachers remain committed to contribute to this mahi and when we are unable to meet in person, this consultation has been done virtually.

In late 2021, in response to the COVID Omicron variant, the NZ Government implemented the Traffic Light System. This new system has implications for the delivery of the learning and development programmes managed by the PLD Fund, in particular, it gave confidence when designing the conferences that will be held in July 2022. I am working to ensure that we are developing programmes that support teachers while considering the health and safety implications.

Pūtea Whakawhanake Pouako | PPTA Learning and Development Centre

In early 2022, we were humbled and honoured that two of Te Whanganui-a-Tara's mana whenua iwi, Ngāti Toa Rangatira and Te Atiawa, gifted us a very special name, Pūtea Whakawhanake Pouako. The iwi wanted the name to be simple and accurate, capturing the essence of our learning and development mahi, yet also redolent with mana.

Pūtea means pool (a literal pool, rather than puna, a spring), in this case referring to a pool of resources.

Whakawhanake is used by Te Puni Kokiri as development; it also refers to the phases of the moon. Taken together, this imagery evokes continued tidal and seasonal changes, and ongoing.

Pouako, or teacher, refers to kaiako needs.

This name is significant as the mahi we undertake gives effect to Te Tiriti o Waitangi principles and nurtures our Tiriti partnership relationships.

This is a momentous development for the programmes being designed and delivered and reflects the significant positive impact they are having in the sector.

Framework for Pūtea Whakawhanake Pouako | PPTA Learning and Development Centre

To help develop the identity for the centre, ensure that our development programmes are appropriately aligned with the needs of our learners, and set the tone for safe and engaging learning offerings, I developed a values statement and purpose for the centre.

The PPTA Te Wehengarua has a storied commitment to the ongoing development of the education sector and, most importantly, the professionals working within it. Kaiako need more than just time to excel at their jobs; they must be supported by learning and development opportunities that professionally enrich them.

Our Purpose

Our purpose is to support the kaiako workforce to provide equitable high-quality post-primary education to New Zealand's rangatahi.

Our Values

TE ĀHEINGA Ā-AHUREA		CULTURAL COMPETENCE
TE WHAKAWHANAUNGATANGA		BUILDING RELATIONSHIPS
WHAKAAUAHA		WE INNOVATE
WHAKATĪNANATIA		WE DELIVER

Our Role

To deliver on the PPTA's commitment to being a leader of learning and development, we have a dedicated group of educators leading our programmes.

We are a trusted party in the management and delivery of large value educational programmes across the sector. This includes managing a \$12m fund, negotiated with the government, devoted to providing learning and development opportunities to kaiako. The use of this funding is targeted at critical learning areas identified in conjunction with our members.

Our Mahi

We listen to Aotearoa's teachers to understand the challenges they face, to provide the most impactful learning and development opportunities to grow their professional practice. This ensures that the teaching workforce can respond to the challenges posed by learner needs in our rapidly changing world.

Through the application of our team's pedagogical knowledge and expertise, in conjunction with the country's best educational delivery partners, we develop and deliver enriching educational experiences for Aotearoa's post-primary kaiako.

Our Logo

At this juncture, our logo was developed and approved by Te Huarahi.



Rauru to represent 'Pouako' – teacher needs.

The rauru represents a journey in to, and out from the centre, and the embrace of two elements around a central space of energy.

In this context, we see it as symbolising the journey into further knowledge, and then back out into the world to share the knowledge gained.

The above logo was commissioned by the Centre (designed by Scenario Communications Limited) to accompany the Pūtea Whakawhanake Pouako's name and imagery.

Learning & Development Committee

In mid-2021, the Learning & Development Committee was established to support the design and development of the Learning and Development Centre.

This committee represents the breadth of the secondary teaching sector.

- The PPTA Te Wehengarua's PLD Advisory Committee provides advice to the Kaiwhakahaere | Director on the development of programmes of work under this portfolio.
- The term of office is from 31 January 2022 to 30 June 2023.
- The committee meets two times a year in Wellington. PPTA pays all actual and reasonable costs including travel, teacher relief, accommodation (if necessary) and any childcare costs.
- As well as meeting in person, the expected involvement will include correspondence by email and online meetings as necessary.



1 July 2021 – 30 June 2022 Programme Delivery Details

An overview of the 1 July 2021 – 30 June 2022 programme activities is provided as Table 1. Additional detail on each work stream is subsequently provided.

Learning and Development Opportunities	Details
Māori Teachers' Conference 2021	11 – 14 July 2021: The Brentwood Hotel, Te Whanganui-a-Tara, Wellington
Provisionally Certified Teachers' Conference 2021	21 – 22 July 2021: The Brentwood Hotel, Te Whanganui-a-Tara, Wellington
Secondary Teacher Career Pathway Qualification	<ul style="list-style-type: none"> • July 2021 and February 2022: Design and development of PPTA Micro-credential in partnership with Te Herenga Waka Victoria University of Wellington • February 2022 Pilot rollout: Ngā tikanga whakaaweawe a te kaiārahi mō ngā kaiako kura tuarua ki Aotearoa • Term 1, 2022 Micro-credentials: Effective mentoring practices for secondary. National programme roll-out
Wellbeing in Education Workshops	<ul style="list-style-type: none"> • Evaluation and review of Worksafe workshops September/October 2021 • Discontinuation of Worksafe workshops October 2021 • Development of a new programme: Thrive – Online Workshops to Build Resilience in partnership with Victoria University of Wellington – Te Herenga Waka and Umbrella Feb – March 2022 • Pilot run between 14 March and 29 April 2022 • National programme roll-out Thrive – Online Workshops to Build Resilience May 2022
Te Tatau ki te Ao Māori	<ul style="list-style-type: none"> • Programme development and promotion to school leaders July 2021 March 2022 • Term 1, 2022 online delivery commenced • Term 2, 2022 in-person delivery commenced
Centre for development of curriculum resources for teachers	<p>Serious impacts due to COVID and delays to the NCEA review and the Curriculum refresh processes.</p> <p>April – July 2022: Design meetings between PPTA teacher, PPTA SMEs, members, Teacher Development Aotearoa representatives, Ministry of Education representatives, University of Otago SME and University of Waikato SME.</p>

Women in Leadership PLD	Work in this space paused due to COVID disruptions. Feasibility planning to investigate what supports can be offered in 2022 is planned for Term 3, 2022.
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TABLE 1 LEARNING & DEVELOPMENT PROGRAM OVERVIEW

Conference Updates

During 1 July 2021 to 30 June 2022, we were pleased to run two successful conferences during this reporting period: Māori Teachers’ Conference 2021, and the Provisionally Certified Teachers’ Conference 2021. Both these conferences were very well received by delegates.

Māori Teachers’ Conference: 11-14 July 2021

The Māori Teachers’ Conference 2021 was designed for Māori kaiako and teachers of Māori working across the curriculum, including guidance counsellors and transition teachers, teachers of Te Reo Māori and teachers involved in Māori medium education. The conference was attended by one hundred and ninety-two (192) delegates.



The theme for this year's conference was 'Tiakina te Tangata, Looking After You Tihei Mauri Ora!'

PPTA Te Wehengarua was proud to host a fantastic line-up of keynote speakers:

- Hon Kelvin Davis, Associate Minister of Education (Māori Education)
- Che Wilson, President, Māori Party
- Rawiri Waititi, Party Co-Leader, Māori Party
- Andrew Judd, recovering racist, former Mayor of New Plymouth
- Toby Hopa, Manea Creative Director and Team Manager
- Dr Keri Lawson, Te Aho, PhD (Science and Psychology), NZ Representative World Dignity University
- Rawiri Toia, Director of Māori-medium schooling projects for Victoria University of Wellington

There was significant positive feedback from the delegates on the quality of the keynote speakers.

The delegates warmly welcomed Hon Kelvin Davis's keynote and appreciated being able to hear directly from him about recent investments in Māori education as well as his reflections for how to ensure Māori learners enjoy and achieve success. In particular, many



delegates found his personal reflections on strategies that he used to improve learning outcomes during his time as a former teacher and school principal aspirational.

The theme of ‘Tiakina te Tangata, Looking After You Tihei Mauri Ora!’ was interwoven into the conference presentations, panel discussions and workshops which resonated with the attendees. Many teachers reflected that prioritising their own health and wellbeing made them better practitioners leading to positive cultural changes.

A quote from one of the delegates summarised this as:

“very few of our Māori staff take time out for themselves to rejuvenate and spend time with whānau. Too much time is spent by Māori teacher’s giving of themselves”

Overall, the conference was very successful with delegates making the most of the opportunities to learn from a range of prestigious speakers. The event was able to make a valued contribution towards Māori education and continuing the development of Māori educators. The PPTA Te Wehengarua looks forward to hosting this successful conference series again in 2022.

[Provisionally Certified Teachers’ Conference: 21st – 22nd of July 2021](#)

Hosted in Wellington, the Provisionally Certified Teachers’ Conference 2021 was a very successful and well received event by the attending delegates. Eighty-seven (87) delegates





attended the conference, with the majority having only one to two years teaching experience.

This conference was designed for secondary teachers, including those in area schools, who are provisionally certificated and are working towards becoming fully certificated. This includes teachers trained overseas. This conference presented an opportunity for delegates to meet and connect with other teachers in the same situation. The theme for the conference this year was **'Connection'**.

This year there was a noticeable positive shift in engagement and teacher attitude at the conference in contrast to last year's event. Teachers were very enthusiastic and engaged and reported that they enjoyed the format of workshops, panel discussion and facilitated discussion groups.

Last year the conference was held online due to COVID19 restrictions, hampering delegate opportunities to network, share and discuss relevant resources. During this year's conference, it was very apparent that teachers valued the opportunity to meet in person.

The conference covered a number of important topics, including: classroom management; guidance on continued development of curriculum and pedagogical practice; Te Reo and Tikanga; surviving and thriving as a provisionally certified teacher (PCT); teacher wellbeing; and how to build a support community and hook into existing networks.

During the conference, panel discussions were run by practicing teachers who have recently graduated from being beginning teachers. These panel members discussed their personal experiences and the challenges they overcame early in their teaching careers. They also shared insights into things that they wish they knew during this stage of their career and helped give perspectives on how to ensure delegates have the support structures needed to find balance to be successful as a provisionally certified teacher.

The conference closed with a *Weaving Together Your Kete* sessions for the different curriculum areas facilitated by practicing teachers. These sessions were focused on enabling delegates to put their new knowledge into a kete for them to take back to their school to support their practice. The sessions gave delegates opportunities to ask questions, build connections with teachers in the same subject area, have more in-depth discussions and share experiences as well share information and resources relevant to their curriculum areas.



Overall, the conference took delegates on a journey, providing a range of informative sessions for their development. The delegates enjoyed having the opportunity to be part of facilitated discussions in their subject area, with many sharing key resources. Overall delegates found the conference provided inspiration and strategies for them to improve teaching practice, new and different ideas to share with staff at their schools and

supported them in building the critical connections and hook into support and subject networks.

Figure 1 shows the self-identified delegate subject area coverage proportions.

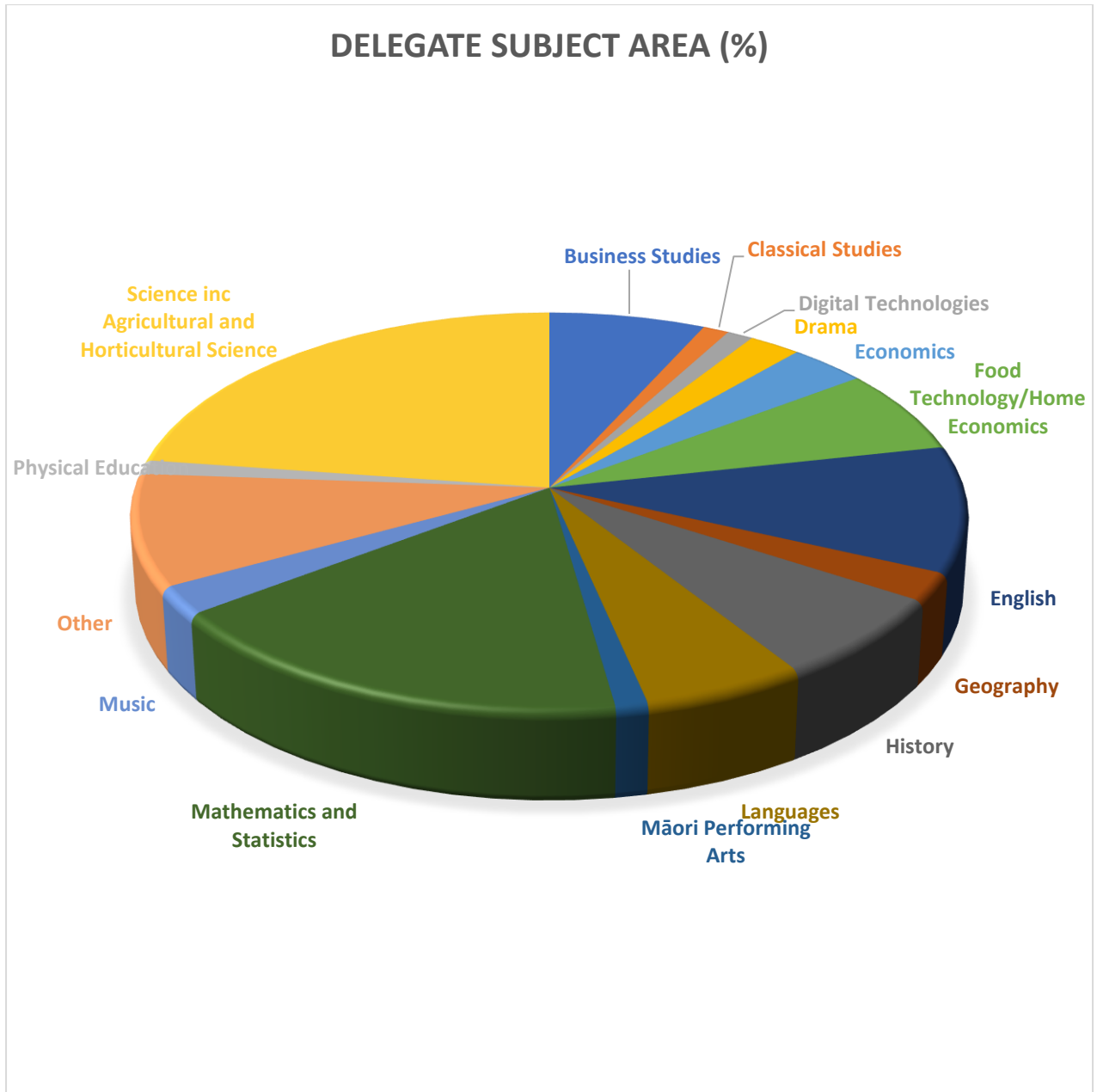


FIGURE 1 PCT CONFERENCE 2021: DELEGATE SUBJECT AREAS

Health and Safety and Wellbeing in Education Workshops

Worksafe Workshops

The Wellbeing Workshops are a one-day course, based on the PPTA Te Wehengarua Education Worker Wellbeing Strategy and Framework. These have been organised to run predominantly in terms 2 and 3 2021. This schedule has been adapted to suit the needs of the teacher workforce and to take into account other initiatives funded by the PPTA Te Wehengarua PLD funded events.

The resources made available from these workshops are taken from a variety of sources including WorkSafe NZ's Good Practice Guidelines, MBIE resources on harassment, WHO Protecting Workers' Health, WorkSafe Victoria, Mental Health Foundation, Safe and positive Workplaces (State Service Commission), Netsafe, Worksafe Australia.

Date	Location	Attendees
2 June 2021	Zoom training	12
4 June 2021	Hamilton	20
18 June 2021	Christchurch	13
22 June 2021	Zoom training	9
2 July 2021	Dunedin	8
6 July 2021	Auckland South	12
10 August 2021	Wellington	14
12 August 2021	Christchurch	9
17 August 2021	Zoom training	15
20 September 2021	Zoom training	14
10 November 2021	Zoom training	10
Total		136

TABLE 2 WORKSAFE WORKSHOPS

Evaluation and review of Worksafe workshops

During the last quarter of 2021 an evaluation of the delivery of the Wellbeing Workshops based on the PPTA Te Wehengarua Education Worker Wellbeing Strategy and Framework was conducted.

Due to COVID-19, there is ongoing pressures being placed on the teaching workforce there is a recognised need for psychological and mental health support teachers. A key finding of the evaluation was that the programme was not equipped to address these concerns.

Due to the inability for the programme to meet sector needs, the decision not to renew the Worksafe contract was made.

Thrive – Online Workshops to Build Resilience

In consultation with our Learning and Development committee, the PPTA Learning and Development Centre, began discussion with teachers to understand the supports that would be beneficial to help support building a resilient workforce.

Through this consultation we have designed Thrive programme, an online resilience workshop focusing on the two evidence-based building blocks most of us struggle with - building sustainable habits and emotional agility. Creating lasting habits is essential for both mental and physical health, while emotional agility equips people with skills to successfully manage challenging emotions, including stress and frustration.

This programme has been designed and developed in partnership with Wellington Uni-Professional and experienced psychologists from Umbrella Health Ltd. Workshop delivery is facilitated by experienced psychologists from Umbrella Health who hold a high level of expertise in mental health and wellbeing matters.

The workshops have been designed to be a confidential and welcoming space and support teachers with the following objectives:

- Understanding and measuring your own resilience
- Gaining knowledge on stress and how to spot signs
- Identifying practical resilience skills to help you to thrive
- Learning how to build habits that will last
- Understanding how emotions work, and how to work with them, rather than against them
- Developing a personal action plan
- Adapting to strategies to deal challenges

By completing the workshop teachers will gain a greater understanding of what it takes to thrive, the barriers that get in the way, and gain a range of practical skills to put into action immediately. Each workshop includes two online follow-up sessions to support building the knowledge and skills introduced in the workshop.

Thrive Pilot Programme

Before considering a national rollout plan, we reached an agreement to run a pilot of the Thrive to test the course design and delivery and test delivery goals and course suitability.

We ran the pilot between 14 March 2022 and 29 April 2022. The pilot course was made up of a total of 1 cohort (max 20 people) with the following course format; One day online workshop/course followed by two facilitated 90 minute follow up online workshops.

For the purpose of the pilot, we had 2 facilitators – 1 to run workshop and one to observe and take notes for the pilot evaluation. The pilot group had the same resources that we are intending to make available to all participants based if we roll the programme out more broadly:

- Pre-course Participant wellbeing survey and post-course evaluation survey
- Editable PDF version of the course workbook
- Umbrella's book 'I've had it up to here'

Following the workshop pilot, we had facilitated pilot evaluation meeting to gain insights into participant experiences.

Overall, the feedback regarding the pilot course was overwhelmingly positive, with participants emphasising that was appreciated that effort had been invested into training to build core individual resilience skills. Evidence gathered during the pilot has been built into the course to strengthen objectives and several print resources for course participants have been developed in response to feedback received.

National Roll-out of Thrive

Upon successful review of the pilot the PPTA has partnered with Wellington Uni-Professional and Umbrella Wellbeing Ltd to provide fifteen Thrive online courses to PPTA April and Dec 2022. We have developed a hardcopy flyer (see Appendix A) for use by PPTA representatives.

Sector Feedback

The Thrive programme was met with enthusiasm. Within 24 hours of the pilot announcement one hundred teachers had registered their interest in undertaking the workshops. The pivot of L&D into these types of contemporary and contemporaneous programmes is showing positive results across our members.

We have also had kaiako reach out to us and tell us that they are impressed that the PPTA has responded to the need for psychological and mental health support for teachers by developing a programme in consultation with experienced psychologists.

Participants of *Thrive* have reported that having a programme facilitated by experienced psychologists has meant that they are supported to develop tangible and actionable evidence-based approaches that work for the education sector. Participants also report that by undertaking the course they have been assisted to build strategies for not only for their professional resilience, but they have been empowered to build practices that also enriches other aspects of their lives

Quotes from workshop attendees

- Really great to have a PLD session that offers so many tangible and actionable ideas we can take away and implement in our daily lives. Nice that it was not just a focus on 'work' but all aspects of life.
- Jasmine was wonderfully empathetic and really open to the ideas we shared.
- Thank-you for such a valuable PLD.
- Great course and I think it should be a compulsory course for anyone training to be a teacher. Vitally important information to be able to look at oneself and identify strategies to help you cope. Thank you.
- I would recommend this course as part of all teacher training. Very informative and insightful into some of the frequent behaviours seen in my students.
- Wendy is a wonderful facilitator and I appreciate everyone for sharing. I feel 100% better than I did this morning. I feel positive and optimistic.
- Great and the group worked so well together - really precious experience.
- Loved the break-out rooms and being able to meet everyone; Wendy kept a great pace and variety with a balance between her and our input :)
- All topics were relevant, and I especially appreciated how they were presented.
- The whole workshop was useful and relevant. I loved every part covered.
- Loved the practical tips and applications
- Everything was relevant, but I've postmarked each of the Action Plans so that I can make sure I go back and do the things I said I will.

COVID disruptions

Covid continues to impact the sector, with teachers reporting that Term 2, 2022 has been one of the most challenging times they have faced during the pandemic.

We are finding that teacher's opportunity to engage in Learning and development offerings is being greatly impacted as a result of huge numbers of teachers been away as the result of sickness. This has also impacted schools' ability to source relief teachers. This has meant that while teachers wished to undertake the programme they have asked to be transferred to later sessions in the year or to defer until 2022. Based on this information an amendment to our contract has been sought and approved. This has meant we have postponed several courses and extended the delivery timeframe into 2023.

Centre for development of curriculum resources

While a number of meetings have been held with Ministry of Education representatives, *Concept 12 – Centre for development of curriculum resources* has been impacted by COVID and delays to the NCEA review and the Curriculum refresh processes. As a result, very little progress has been made in gaining an understanding of the shape this work could form prior to April 2022.

Connecting and growing expertise: A curriculum support programme for early career secondary teachers

During May 2022, discussions were held with Ministry of Education representatives regarding next steps for the programme of work. The PPTA and the Ministry of Education identified a need to grow the professional capability of teachers in the beginning stages of their career.

In particular, it was agreed that the scope of this programme would provide clarity for early career secondary teachers (ECSTs) in order to help them navigate the wealth of online resources (in particular resources designed by the Ministry of Education) in a way that it provides certainty and direction for teachers starting their careers and who may be initially overwhelmed by the range of resources available

Through consultation with PPTA networks a joint understanding was reached that Teacher Development Aotearoa (TDA) would be uniquely placed to deliver this programme through its Networks of Expertise.

The PPTA reached an agreement with TDA to provide professional learning support in the form of online resources for PCT's and their mentors. Both organisations are committed to growing the professional capability of all teachers, but this project is focussed on PCT development.

A design focus group was set up in June by the PPTA and included PPTA teacher members, TDA representatives, PPTA SMEs, the Ministry of Education representatives, and the University of Otago SME and The University of Waikato SME to work out the scope of the project and achievable objectives.



Agreed Programme Scope

Following on from our focus group several design meetings were held between the PPTA and the TDA to refine the programme design and delivery along with a marketable programme name.

The title of the programme *'Connecting and growing expertise: A curriculum support programme for early career secondary teachers'* was selected as it embodies the PPTA and TDA shared values and commitment to developing programmes our for kaiako in consultation with kaiako.

The finalised agreed purpose of the programme is to:

- Find out what is on top for ECSTs
- Provide curriculum refresh support to ECSTs across Aotearoa
- Share strategies to enhance their confidence with the new curriculum as it is rolled out across the 8 learning areas in the next few years
- Connect ECSTs to NEX to develop lasting connections

The programme will place an emphasis on:

- Supporting ECSTs to continue to develop their practise

- Good teacher pedagogy
- Providing a platform for ongoing conversations
- Signposting how the programme is a journey and that there will be different engagement points with ECSTs during the programme
- Signposting the general curriculum support that is available for PCTs – e.g. Via MoE website/announcements and other service providers, subject association grants etc

Programme Delivery timeframes

The agreed programme timeframes are that a pilot will be held in Term 3 2022 with a view to roll the programme out nationally in Term 4 2022, and Term 1 2023.

Design group pilot (Term 3)

- Q+A session with participants over Zoom (1hr) in Term 3. (Late Aug/Early Sept).
- Overview of the curriculum support programme (pilot, workshops, resources).
- Key themes: Discussion and design aspects of the ‘connecting and growing expertise’ programme. Iterate that it is a co-construction. No one has all the answers and teacher voice is vital.
- Discussion about what is top of mind, what curriculum support participants are receiving, and what they know and don’t know about the curriculum refresh.



National Te Reo and Tikanga Māori Professional Development Programme

This programme is being designed to provide a safe haven for secondary teachers to begin a journey into te reo Māori. The programme design acknowledges Māori as tangata whenua and upholds Te Tiriti o Waitangi. It applies Tangata Whenuatanga and Te Tiriti o Waitangi values within the learning environment and is respectful of all learners' identity and culture.

This programme has experienced serious disruptions due to the ongoing COVID-19 outbreak. We have had a number of engaged schools needing to pause the programme as they have experienced major disruptions to school life, and they continue to adapt to their community needs and evolving mandated changes.

Feedback from our school communities including our currently engaged schools is that they prefer to have this programme in schools in a face-to-face capacity.

Term 1, 2022 Engagement

90 teachers enrolled in the programme in Term 1 online.

Feedback from our programme cohort:

“We’ve been sombre for so long and you’ve made it so fun.” – **Teacher**

“You’re doing a great job.” – **Teacher**

“We’ve had a tough time with mandates and students behaviour this week and you really pumped the energy back in to us.” – **Acting Assistant Principal**

“I want to share with our community what we’ve achieved with the reo via this course.” – **Teacher**

Term 2, 2022 Engagement

200 teachers enrolled in the programme in Term 2. 140 teachers, across three schools in Auckland, worked through the Introductory Module; 60 teachers at Aotea College in Greater Wellington completed eight of the ten sessions in the 30 hour Module 1 programme. Courses were delivered in person, with online support available in addition to course hours.

Feedback from our programme cohort:

“We can tell you really enjoy sharing Te Reo with us and it makes us love it too.” – **Teacher**

“First reo class I’ve felt comfortable in. Paiā.” – **Teacher**

“You leave and they can’t stop talking about it. Thank you.” – **Te Reo Māori Teacher**

“It was great when you said ‘I give you permission to teach these kīwaha’. It can be very unsettling to teach a kupu Māori you know to Māori students who don’t know it.” – **Deputy Principal**

Secondary Teacher Career Pathway Qualification

[Micro-credential: Ngā tikanga whakaaweawe a te kaiārahi mō ngā kaiako kura tuarua ki Aotearoa](#) | [Effective mentoring practices for secondary teachers in Aotearoa](#)

Programme design and Development

Between July 2021 and February 2022, we have been working very closely with Te Herenga Waka Victoria University to design and develop a micro-credential to support schools to build capability across the sector through staff mentoring. Through our engagement with our teacher advisory group, we learnt that while many teacher roles involve mentoring colleagues and/or students they did feel there was adequate support and guidance to help them develop their practice.

Developing a framework and high-level design

Since September 2021 both parties have worked closely to design the initial concept and framework for the course design. This has included establishing an internal PPTA micro-credential team, identifying, and contracting a subject matter expert, holding a course design workshop with external stakeholders and developing a course design overview.

The concept design was further refined by the centre Director in consultation with university of Victoria SMEs to finalise course design framework to meet the requirements as specified by the stakeholder groups.

Course overview

Supporting schools to build capability across the sector through staff mentoring.

Many teacher roles involve mentoring colleagues, and this provides an accessible way for teachers to learn the skills they need to be effective mentors. This course is applicable to teachers with leadership responsibilities

and will be delivered as a 50 hour (5 point) micro-credential, over one school term.

The learning has been designed to be recognised in a way that is valuable and can be leveraged to progress future professional learning.

Course objectives

1. Critically reflect on your experiences of mentoring and evaluate your current mentoring practices.
2. Critically examine and analyse different approaches and frameworks for effective mentoring in the context of secondary schooling in Aotearoa.
3. Identify and apply the principles and practices of effective mentoring in your role as an educational leader in a secondary school in Aotearoa.

A development timeline

The timeline for the development phase of this project will run from October 2021 through to 31 January 2022. This will include developing the content for the six modules, including media production, followed by editing and conducting internal (with team) and external (with stakeholders) testing to ensure everything is working as required.

High level Programme Design

Module 1: Week 1 & 2

What is mentoring & why do we need it?

1.1 What have my experiences of mentoring been?

1.2 What are the benefits of mentoring?

1.3 What are the characteristics of an effective mentoring relationship?

Module 2: Week 3 & 4

Effective mentoring approaches, strategies & capabilities

1.4 What cultural factors need to be considered? (Royal Society)

Wrap-up

Module 1 assessment

2.1 What capabilities do effective mentors need to have?

2.2 What mentoring approaches and strategies have been shown to be effective?

2.3 What are the benefits of mentoring for both mentee and mentor?

2.4 What is the difference between mentoring and coaching?

2.5 What are the stages of an effective mentoring relationship?

2.6 What mentoring approaches and capabilities would I like to further develop?

Wrap-up

Module 2 assessment

Programme Delivery

This micro-credential course has been designed to provide an accessible way for teachers to learn the skills and capabilities they need to be effective mentors. We have designed this course to capture what good mentoring practice looks like in the context of Aotearoa. Mātauranga Māori will be drawn on in the course and appropriate tikanga used in both online and face to face interactions.

This course is applicable to teachers with leadership responsibilities and will be delivered as a 50 hour (5 point) micro-credential, over one school term. The learning has been designed to be recognised in a way that is valuable and can be leveraged to progress future



professional learning.

We have contracted Te Herenga Waka Victoria University to delivery fifteen micro-credential cohorts (Maximum 450 learners) for the period between February 2022 and December 2023. During 2022 we are anticipating *seven cohorts of 30 participants with another eight cohorts in 2023.*

This micro-credential is free of charge for all post primary teachers. To ensure equity and reach of this programme we are offering it in three locations: Auckland, Wellington and Christchurch. We are also offering on a case-by-case basis access to up to \$500 for expenses for travel, accommodation and childcare.



Pilot Rollout

Following the initial build and testing of the course in Blackboard during January and early February, the pilot course opened to the first cohort on Monday 14th February.

Unfortunately, the plan to hold a face-to-face one-day workshop in Wellington had to be rescheduled as a Covid precaution due to the Omicron outbreak and instead went ahead as an online event. The schedule and structure for this was altered to accommodate the change of delivery by zoom and the day was successfully facilitated by both Dave Staite and Kate Thornton.

Engagement and Enrolment update

A continued marketing campaign between WUP and PPTA has been developed to support growth of the next cohorts and engage secondary teachers nationally.

I have had active rounds of marketing activities between Wellington Uni Professional social media, PPTA social media and newsletters and our PPTA conferences. Along with a promo video embedded in the PPTA PLD website, we have developed a hardcopy flyer (see Appendix B) for use by PPTA representatives.

As part of our marketing strategy, I co-authored an online education gazette article announcing creation of the micro-credential titled 'Effective mentoring practices for secondary teachers' with Elizabeth Craker (Poutaki, Kuranga | Programmes Manager Education, Wellington Uni Professional published 28th of January 2021 (ISSUE: VOLUME 101, NUMBER 1):

Effective mentoring practices for secondary teachers

Ngā tikanga whakaaweawe a te kaiārahi mō ngā kaiako kura tuarua ki Aotearoa. This year, a new professional development initiative is being launched to target the needs of secondary kaiako in New Zealand who are mentoring others.



2022 is shaping up to be an exciting year for the secondary sector with the launch of a new professional development initiative between the Post Primary Teachers' Association (PPTA) and Kāpuhipuhi Wellington Uni-Professional, a subsidiary of Victoria University of Wellington (VUW) focussed on developing non-degree courses.

Funded by the Ministry of Education, the PPTA has worked in partnership with VUW to develop a micro-credential course specifically targeted at the needs of secondary teachers who have leadership responsibilities that require them to mentor others. This includes heads of departments, deans, specialist classroom teachers and kāhui ako cluster leads.

The content has been developed by associate professor Kate Thornton from VUW's School of Education in collaboration with a group of experienced school mentors.

The course is designed to focus on supporting mentoring capability within the secondary school sector and enable participants to gain the skills and attributes they will need to become effective mentors. At the conclusion of the course participants will have learnt about effective mentoring approaches, strategies and capabilities and be able to demonstrate these principles and practices in their roles as mentor teachers and leaders.

The project has been led by PPTA's national PLD coordinator Helen Finn who says the decision to target funding to the sector in this way came about through feedback from its members.

"Although teachers understand the importance of mentoring and its impact, they rarely have an opportunity to undertake formal professional learning about the topic unless they do so themselves," she says.

This course has a specific focus on what mentoring is in the context of Aotearoa and examines the approaches and frameworks through the lens of an educational leader.

Taught over one school term (12 weeks) using a blended approach, the course includes a set of self-paced modules, three webinars and a one-day face-to-face workshop (held in either Wellington, Auckland or Christchurch).

The 50 hours of course time is made up of a variety of learning experiences including reflective and collaborative tasks, readings, videos, and practical exercises. Course fees are covered by the PPTA and include expenses for travel, accommodation and childcare to ensure everyone who wants to participate can do so equitably.

Seven cohorts of 30 participants each are planned to be delivered throughout 2022 with another eight planned for 2023.

Micro-credentials have become an increasingly popular way to enable busy people to undertake postgraduate study. They're stand-alone courses that lead to a formal award demonstrating the achievement of a set of skills and knowledge. In short, they are a credential that shows off your capability.

On completion of the assessment, participants get a certificate or a digital badge as evidence of their learning as well as five points that can standalone or be used to stack together with other points to use as a pathway to future tertiary study.

Supporting Subject Associations and their conferences

Across the school year, Subject Association Grants are one of the more widely accessed of the Learning and Development Centre's resources. With some exceptions (notably fine arts, an area with less active Subject Associations) or Guidance Counselling, which was forced to cancel its inaugural conference in 2021, this resource is available to teachers across a breadth of subject areas.

In late 2021, some organisers opted to postpone their events (including SocCon, CATE and School Guidance Counsellors) due to increased COVID-19 restrictions. In instances where approved applicants were financially disadvantaged by reimbursement delays – e.g. SocCon's approx. \$500 registration fee was unrefundable – the Learning and Development Centre made early grant payments available to members.

618 Subject Association Grants were awarded to PPTA members across the 2021/2022 financial year. With greater promotion of Subject Associations to beginning teachers and a growing awareness of this grant's availability in schools more generally, we anticipate that this number will increase in 2022/2023.

AIMS 2021	2
ANZAAE 2021	3
ASSEN 2021	1
Careers Kaiarahi	1
CATE 2021	5
CLESOL 2021	9
DramaNZ 2021	1
DTTA 2021	1
HETTANZ 2021	10
HETTANZ 2022	52
MENZA 2021	1
NAME 2021	3
NASDAP 2021	27
NZAC 2021	1

NZAFT 2021	1
NZALT 2021	65
NZAMT 2021	5
NZATE 2021	74
NZCF 2021	2
NZGTTA 2021	74
NZHTA 2021	87
NZIP 2021	35
PENZ 2021	104
SCENZ/BEANZ 2021	8
School Guidance Councillors	6
SocCon 2021	40
Total	618

TABLE 3 SUBJECT ASSOCIATION GRANT PAYMENTS



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VICTORIA UNIVERSITY OF
WELLINGTON
TE HERENGA WAKA

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UMBRELLA®

THRIVE: An online workshop to help you build resilience



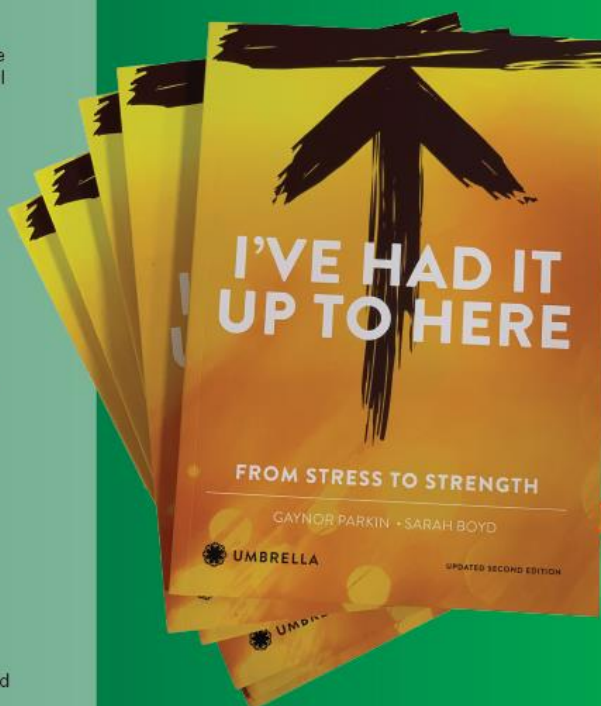
This one-day online course helps you to gain a greater understanding of what it takes to thrive, the barriers that get in the way, and a range of practical skills for you to put into action.

Facilitated by experienced psychologists who hold a high level of expertise in mental health and wellbeing. Making space to focus on learning skills to boost individual resilience is critical to our personal wellbeing and ability to then teach and lead others.

This workshop is a confidential and welcoming space and has been designed to support you:

- Understand and measure your own resilience
- Gain knowledge on stress and how to spot signs (in yourself and others)
- Identify practical resilience skills to help you to thrive
- Learn how to build habits which will last
- Understand how emotions work, and how to work with them, rather than against them
- Develop a personal action plan that helps you adapt when facing challenges

You will also be sent a copy of *"I've Had it Up to Here - from stress to strength"* by Gaynor Parkin and Sarah Boyd.





Kāpuhipuhi
Wellington Uni
Professional



Effective mentoring practices for secondary teachers in Aotearoa New Zealand

This 5-point micro-credential course has been developed in partnership with PPTA and Victoria University of Wellington. It is taught online over 10 weeks through self-paced modules and webinars together with a one-day face-to-face workshop. Full course costs will be paid by PPTA to cover attendance.

This course provides an opportunity for participants to:

- reflect on their mentoring experiences and practices.
- learn about effective mentoring frameworks and approaches in the education sector in Aotearoa New Zealand.
- develop their mentoring capabilities through practice, reflection and feedback.



The content has been designed to focus on practical skills and knowledge that can be applied and assessed within a professional context. The course has a specific focus on mentoring in the context of Aotearoa. Mātauranga Māori will be drawn on in the course and appropriate tikanga used in both online and face-to-face interactions.

The course will support mentoring capability-building within the secondary school sector, enabling participants to gain the skills and attributes to become effective mentors and gain a post graduate micro-credential qualification that opens career pathway opportunities.



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