

To:	Executive Te Huarahi SPAC	HC25/063 7 August 2025
From:	Kathleen Kaveney, Advisory Officer	



Minutes of Senior Positions Advisory Committee meeting 25 July 2025

Present: Ian Smith (Tikipunga High School), Lex Davis (Ormiston College), Mukesh Prasad (St Paul's College – online), Michael Wilkinson-Meyers (Mercury Bay Area School), Elizabeth Ross (Morrinsville College), Caroline Gill (John Paul College), Amanda Johnson (Napier Girls College), Brad Williamson (Aotea College), Steve Read (Trinity College), Isabel Rangiwananga (Executive), Jayne Wheeler (Greymouth High School) Field Officer James Morris, Roy Fletcher, Secretary Kathleen Kaveney Adele Scott and Joshka Hoffman (NO)

Apologies: Shanna Rope & Patty Robinson (THMM)

NCEA changes

- Announcement of changes to NCEA will be made in August.
- Information will be released to sector groups before being released nationally
- There will be a consultation period for sector groups/ teachers/ community/ individuals
- Announcement will be the first time that teachers hear that there are wider changes proposed, beyond the fate of NCEA Level One.
- Leaks have begun

Emerging messages

NCEA needs to change as:

- **Critical learning** may not occur; there are “disparate” subjects.
- No **core learning** is required to achieve subjects within the qualification
- There is little consistency across student learning, and critical areas of knowledge are being overlooked.
- There is no nationally **compulsory NCEA course**
- Students are not engaging in a **full programme** of coherent subject-based learning
- In an AI age, the issues around the **authenticity of internal assessment** work is more challenging.
- Unit standards assess students in **vocational** or industry-related skills rather than **traditional** curriculum subjects.

Considerations

- Place of vocational pathways and equity of esteem with academic pathways
- Shifting focus to a structured and subject-based approach
- Balance of external versus internal assessment
- Greater consistency – moderation?
- Increase in standardised testing

PPTA and Mentoring toolkit - What is the problem we are trying to solve?

Mentoring in education is not a new idea - unique challenges in secondary school settings

- Positions covered by the Collective agreements that include aspects of mentoring:
 - Associate Teacher (Tutor in ASTCA);

- *Heads of Department (for Beginning Teachers / Provisionally Certificated Teachers and Overseas Trained Teachers)
- Specialist Classroom Teacher
- Senior Leaders and Principals

**noting that these can be allocated to other staff in some circumstances*

- Workforce challenges
 - Teachers (including mentors) teaching outside areas of expertise
 - Increase in teachers 'new to' Aotearoa New Zealand
 - Multiple Initial Teacher Education providers with different expectations/agreements / interpretations

How do we go about addressing the problem?

Guidelines for induction and mentoring and mentor teachers (Education Council, 2015) still offer useful advice

- Being clear about what we mean
- Being clear about the roles and responsibilities
- Agreeing on what is needed – to address some of the concerns our members have experienced
- Improving the supports
- Mentees and Mentors feeling respected and protected
- Being given the right tools to do their job

PPTA toolkit

DRAFT Sections

- *Introduction*
- *Vision*
- *The issues*
- *Framework*
- *Steps/Strands/Elements*
- *What PLD /training is needed*
- *Nuts and bolts*
- *Roles*
- *Challenges*
- *Case Studies*
- *Models of Mentoring*

TOOLKIT

- o *Ongoing support*
- o *Where to go for help / FAQs*
- o *Networks*
- o *Subject Associations*
- o *Glossary*
- o *Resources /Tools / Strategies*
- o *References*

SPAC issue - Teacher supply shortage – relievers/specialists

This is still a big issue, employing less than ideal candidates, the cost of pastoral follow-up means that SLT often take the class instead, flexibility to pay teachers to cover or give time, could be parameters, a mechanism to look at, time off at the end of the year is not ideal due to stress building throughout the year.

Guaranteed non-contract time is a workload control.

What could the government do to lure retired teachers back to relieve and/ or teach?

Professional leadership networks (Prof. Jenny Poskitt)

NZ Assessment Institute - want what's best for our students and teachers.

Voluntary network of teachers, school leaders, researchers, PLD providers and personnel from educational agencies.

All talk to each other, small country so able to do this.

Assessment underpins all, what to do next and how to do it best.

School and improvement services and Methodology and professional practice - ERO research (Dr Deirdre Shaw and Neta Sadlier)

Attachment 1 – Teaching observation framework presentation



ERO TOF
presentation.pdf

Teaching Observation Framework

Te Ara Huarau - ERO review of schools

Continuous cycle - three-year cycle Hauhaki stage – planning – pārakereke then implementing for improvement see [Te Ara Huarau Slide Set June 2022.pdf](#)

School Improvement Framework (SIF)

- A self-review tool – reflective practice can be used with various stakeholders – share different parts – relevant domains – stewardship (share with Boards); teaching and learning (share with staff); opens the conversation..
- Two domains woven throughout other domains – evaluation and Te Tiriti
- Evidence-based – NZ and beyond
- Teaching and Learning Domain – where the TOF sits
 - Tiriti o Waitangi
 - Education & Training Act
 - NELP
 - TC Standards
- Ropapa Ako Framework (RAF) to support reo rua settings

Teaching Observation Framework

- Limitations of one-off observations acknowledged
- Followed up with a synthesis hui – what did we see /not see? Looking for school-wide context – overview/consistency -

How SIF and TOF are used in schools

- Discussed as part of the verification process - completed before school visits

MOE: Data on principalships (Michael Tilyard and Natalia Xie)

Attachment 2 – Storytelling with aspiring principals



Storytelling with
Aspiring Principals_se

First-ever insights into what are typical pathways leading to principalship

Why is milestone identification significant?

- » Helps **delineate three critical phases** in the career progression
- » Allow us to **quantitatively measure and compare** progression towards principalship
- » Instrumental in **identifying trends, barriers and opportunities** within each career step and phase.

Initial teaching experience: years in a teaching role before taking on a middle management role

Range: 0-16 years and average: 4 years

It means - the majority of principals spent around 4 years before moving into middle management roles.

- Caveats: A few outliers had significantly longer periods (e.g., 16 years), and some had joined education before 2004, data showed NULL (indicated by years ≤ 0).

Middle management experience: years of holding middle management role before moving to a senior leadership role

Range: 0-17 years (most 4-13 years) and average: 8 years

It means - Most principals had around 4 -13 years of middle management experience, with the majority clustering around 6-10 years.

- A few had exceptionally long (17 years) or short (2 years) periods of middle management experience.

Senior leadership experience: years of holding a senior leadership role before winning their first principal role

Range: 0-15 years and average: 8 years

It means: a common range is between 5 to 15 years, with many clustering around 8 to 10 years.

Years of Total teaching experience prior to principalship

Range: 8-23 years and Average: 21 years

It means: A common range is between 15 to 23 years, with two clusters around 21-23, and 15-19 years.

Typical Career Pathways for Aspiring Principals in Secondary

Sequential Progression with some dynamics

- » Most principals (92%) have followed a pathway from beginning teacher => middle management=> senior leadership=> principal.
- » However, there were small number (8%) didn't have senior leadership experience. They "jumped" directly from a middle management role to a principal role. (see next slide)

Career patterns: 4~8~8 on average

- » The majority had 4 years in initial teaching roles, 8 years in middle management, and 8 years in senior leadership roles prior to principals (on average).

Industrial Update

Campaign Conversation guide (Susan Haugh-Leach and Natalie Jump)

- Members talking about issues – trusted messengers is one of the best campaign tactics
- Teacher supply crisis – is real, but old news
- Nuanced – unmet student need, trying to fix this when we are asking for things in STCA

STCA update (Joschka Hoffmann)

The Offer

Remuneration

- 1% effective 23 July 2025
- 1% effective July 2026
- 1% effective July 2027

Term: 3 years

- Principal's nominee allowance: \$2,500/year prorated, only until Jan 2028, no time component
- Some recognition of charter school service
- Working group to discuss consolidation of hard-to-staff allowances
- Miscellaneous smaller tweaks (i.e. Te Kura), definition of "teacher"

Clawbacks

- Doubling of callback days: from 10 to 20 per school year.
- Limiting claim of expenses for callback days from actual and reasonable expenses → would only be payable if over and above those normally incurred when attending school
- Restricting eligibility to disregarded sick leave: if you get a sickness that can be traced directly to work → no longer eligible, no eligibility for injuries not covered by ACC etc.
- Restricting coverage of the STCA in composite schools and special schools (would need to teach 80% of weekly timetabled classroom teaching time in years 9+)
- Removal expenses: rental subsidy lowered: This would have affected hard-to-staff schools in particular
- Study leave and sabbatical criteria

The empty basket

- Units/MAs
- Cultural responsiveness claims (Community Liaison Role: extension of trial and roll-out, Cultural leadership allowances, Kaiako Matatau, good employer provisions)
- Designated Lab Manager
- Careers Advisor
- Virtual learning, e-deaning
- PLD (individual PLD allowance or PLD fund)
- Pastoral Care Time Allowances
- Curriculum Advisor roles
- Partner's leave to attend birth of child
- Teaching Council fees
- Associate Teacher Allowance
- Member-only benefit

Why make an offer that will be refused? assert dominance, next offer by comparison, abandon some of the member claims, want to shape an offer, setting the framework for other offers, provoke into industrial action (abandon students).

Steps you can take in your community to ensure this tactic will not work – offer was bad, and this could help; the government needs to pay a political price for putting poor offers on the table. The landscape in terms of strikes has changed – partial strikes (10%, prorated – employer choice), time for free strikes is over

Open for instruction update (Fran Renton)

The legislation has not changed – there is no definition in the Education and Training Act.

The Ministry guidance is not enforceable, it is "guidance".

The "guidance" is not relevant to PUMs.

Changes to the Education and Training Act to make attendance and attainment the priorities may be used to try and influence boards' interpretation of open and closed.

Principals and boards should discuss what is best for their school and community.