

Annual Conference 2025



Learning and Development Centre Programme Delivery Summary

A REPORT FOR THE NZPPTA ANNUAL CONFERENCE 2025



2023-2025 PLD and Implementation Services Agreement extension

As the PLD Fund (up to \$5 million) was resourced as part of the STCA, the funding Service Agreement was due to expire on 2 July 2025. There was a successful negotiation with the Ministry of Education to vary and extend the funding agreement until 31 December 2025. This has made it possible to draw down additional resources from previously uncommitted funds to deliver two more cohorts of the VUW micro-credential courses. It has also extended access to funds for Subject Association Grants until the end of 2025.

It is clear that the delays in settling the 2023 STCA brought much uncertainty and impacted the ability of the PLD team to effectively and efficiently plan and deliver various projects. Being able to commit to projects in a timely manner (such as booking venues or building a course with a university) improves efficiency. When there is enough certainty for projects to be cyclical in nature (such as the PCT Conference), rather than managed in isolation as a series of one-off events improves productivity and ensures greater engagement and effectiveness. For example, as members became familiar with the Subject Association Grant, uptake gained momentum. Having the fund finish at the end of the year and cease to be a part of the PLD landscape will mean that momentum is lost. Delays in starting up again will have a cost. Consideration of how such a fund could be sustained with more certainty in the future would greatly be beneficial.

Education Conferences delivered

National Educational Leadership Summit 2025:

The summit was held in Christchurch in the Term 1 holidays. We had more than 150 delegates from a range of school leadership roles, including principals. There was a diversity of topics covered, including principal development and AI. Almost all delegates (89%) who provided feedback on the summit said that they would come again. They highlighted the keynote speakers and the opportunity to network as key reasons to attend.

There is support for making this a regular event. Principals did reflect that the opportunity to participate with their peers on professional issues unique to their role is rare and were very supportive of future events targeted specifically at principals.

Provisionally Certificated Teachers' Conference 2025:

The PCT Conference was held at the Brentwood Hotel in Wellington in the Term 2 holidays and was over-subscribed, with more than 130 delegates in attendance. Delegates rated their overall experience at 4.5/5.0. Almost all respondents to our feedback survey (93%) said that the content of the conference was pitched correctly and applicable to them; a mighty challenge given the diversity of experiences that PCTs are having in their schools. There was a clear message from attendees that they valued not only the opportunities to access development across a vast range of topics but also to build relationships with their peers and across networks. They left feeling that they belong to a profession that will help them to build their practice and their resilience in the years to come.

We couldn't capitalise on the success of this event when it isn't known if there will ever be a 'next time'. We could have engaged in social media at the time to encourage others to register for next year, for example. Having a regular PCT event (whether annual or biennial) on the PLD calendar would make it more likely to be supported by mentors and senior leadership if it can be anticipated and built into the school PLD calendar at the start of the year. All those who said that they wouldn't attend again noted that it was because they simply couldn't – they were second year PCTs and wouldn't be eligible to come again. Consideration could be given to how regional events could be grown to further support the development of the PCT network – much valued by those who came to the national conference.

Te Herenga Victoria University of Wellington Micro-Credentials

This year saw the continued delivery of the Secondary Teachers Career Pathway Programme (which includes three Master of Education Micro-credentials) and the Women in Educational Leadership short course through Te Herenga Waka Victoria University of Wellington.

The 5 points Master of Education level micro-credentials included:

- Contemporary Secondary Teaching Approaches for Aotearoa New Zealand;
- Effective mentoring practices for secondary teachers in Aotearoa; and,
- Working collaboratively and building leadership capability.

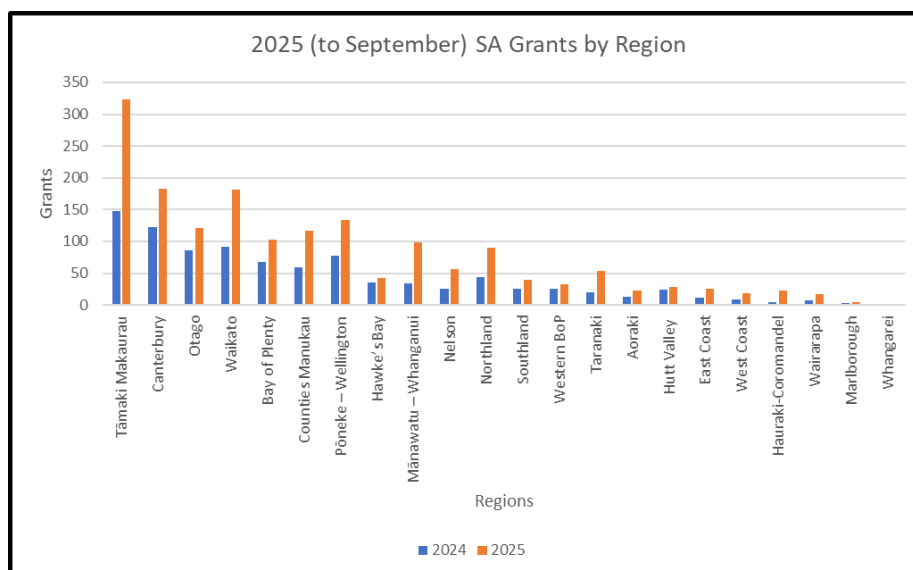
Over the last year (Term 3 2024 - Term 2 2025), 305 teachers completed a micro-credential and 87 completed the Women in Leadership course. Since the courses started, 35 teachers have successfully completed all three of the micro-credential courses and have earned 15-point credit towards a post-graduate qualification.

Funding for the courses was due to finish at the end of Term 2 2025, but the extension of the service agreement with the Ministry of Education has enabled an additional cohort of each of the Contemporary Secondary Teaching Approaches for Aotearoa New Zealand and Effective Mentoring Practices for Secondary Teachers in Aotearoa to be delivered in Term 3 2025, with a total of 65 enrolments.

Evaluation of the design process suggests that having the profession involved in determining the content and delivery had a positive influence on the courses' value to participants, as reflected in their feedback.

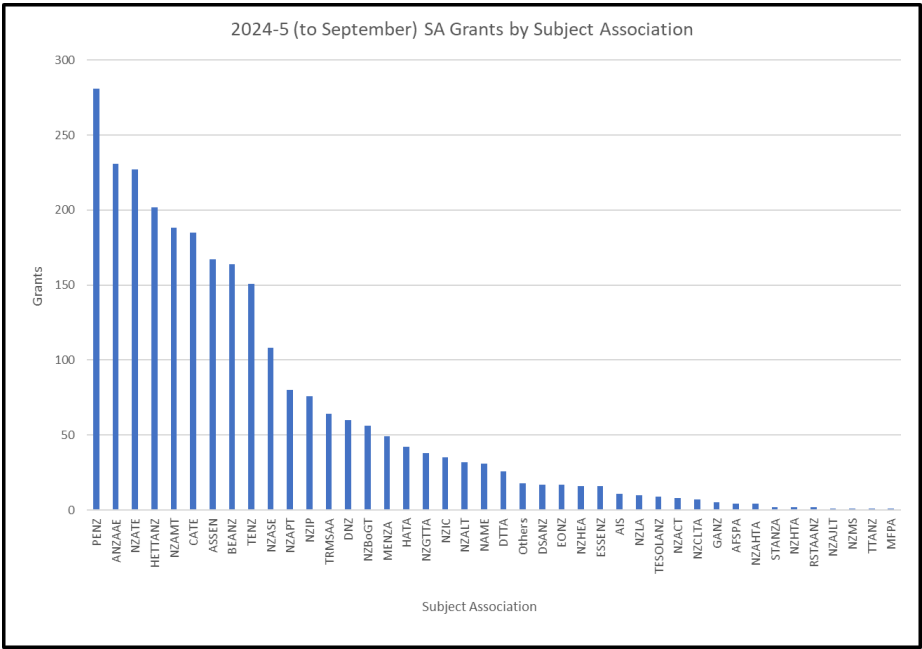
Subject Association Grants

The extension of the grants coverage to the end of 2025 was welcomed by Subject Associations that are organising their conferences and events later in the year, including NZAMT, PENZ, NZATE, and TENZ. We have already pre-approved more than 1700 grants so far in 2025 (compared to more than 650 for all of 2024). There has been no claim for additional funding; the extension will give more time to deliver the original 2500 grants.



It may be useful to consider how the organisation of the grants could be improved in the future. Currently there is a cap (2500) on the number of grants. Not all claims total \$750 (as is often the case if it is a single day, regional event). It would be good to be able to return the unspent grant to the pool to be able to be used for another grant.

It is interesting to note that of the 13 significant (national) Subject Association events that our members attended in 2024, 11 were held in term breaks or during NCEA end of year exams, a total of 27 days of subject-specific PLD. Members currently take advantage of the flexibility to use their term breaks to attend PLD outside of their schools. Reducing that flexibility could risk teachers' access to the subject-specific PLD that they have told us is the most useful for ensuring effective implementation of curriculum and qualification changes.



Feedback from members has clearly shown the value of being able to access the grant. It has enabled some of our most isolated teachers to join their colleagues from around the country for precious subject-specific PLD. Not only have they felt they have had a chance for targeted and useful learning for themselves, but many have stated how they plan to share their insights and strategies gained with their colleagues back at school.

Some Subject Association leaders have reflected that having access the grant has been impactful by removing some of the financial barriers to attending. National and regional conferences generate valuable resources that can be widely shared for a long time after the event. “Without subject specific conferences such as this, the chances of a successful implementation of the new curriculum and qualification system are fairly negligible.”

The end of the fund

The Learning and Development Centre has experienced a growth of member engagement around our diverse array of programmes as their reputation grows and they have become embedded in the PLD landscape. Many of the opportunities have been oversubscribed and we are on track to allocate all the 2500 Subject Association Grants available. This ongoing commitment to professional learning and development by our members reflects the value they place on PLD opportunities, despite ongoing challenges across our sector. We must note the risks that come with uncertainty of funding. Momentum, knowledge, and connections are lost.