

SPAC meeting – April 2025

## **SPAC raised issues and concerns that are widely shared**

### Shortages

- Teacher shortages - curriculum areas - English - Also Overseas Trained Teacher a
- Relief teacher shortage – has an impact on middle and senior leadership, pressure on teachers as a result of covering absence, as relievers become more difficult to find
- Specialist teacher shortage
- Workloads for senior leadership are increasing due to staff shortages and commitments to change processes that include RAS/NZC/CAA

### Growth

- Auckland schools are under big pressure with growth of region increasing school rolls. This impacts many areas – for example, building programmes which are too slow.
- ESOL - migration is contributing to an increase in ESL needs and support. There are resourcing and capacity issues.
- Recruitment – it is becoming harder to attract teachers to the expensive Auckland region

### Resourcing

- Principal Nominee's needs better resourcing due to increase in workload and complexity of that work.
- There is a need for more ALT ED placements.
- Special needs/ challenging behaviour/ high needs/in class support funding – increasing need in this area.

### Wellbeing

- Leadership wellbeing - what is available that looks after senior leader wellbeing?
- Want to voice my appreciation and support for the PPTA's DP specific mahi tika - more please!
- Senior leadership pathways: a website is a poor substitution for actual mentoring and support programmes

### NCEA and curriculum

- Area school - new curriculums for years 1-6 with no assessment available yet
- Lack of alignment with MOE and NZQA
- Constant changes do not build any confidence
- Disconnect between NCEA Level 1 and Level 2 and 3
- Reporting to BoT – schools still using curriculum levels rather than phases
- Curriculum Advisors - (previously NIFs) - not all schools have seen them
- CAA has an impact on the “have and have nots”, timetable, ELL students, NCEA results
- CAA students would benefit by having a paper copy of the CAA available for reading and working on
- Impact of AI on authenticity of student work

### Other

- Schools open for instruction rules and term dates set for 2025
- Teacher registration – consultation on fee and levy increase and consultation for a revised set of standards for teachers.
- ERO - change from partnership and support to the previous “snap shot” visit.

## **Presentations to SPAC**

### **NZQA discussion – AI marking, moderation feedback (Sheryl Ching, Amanda Picken, Brent Logan)**

#### **Machine marking**

NZQA are the ‘Shorten timeframe’ owner – 2019 money for NZQA pilot – use of AI small trial, led to 2022 larger scale pilot, with sector feedback sought.

- broad scope, all corequisites, auto tech scoring,
- some changes to numeracy made so that reduced time to return the scripts (reduced by half).
- The minister is interested,
- 35000 scripts were marked and 90% accuracy with human marking,
- Expecting 50000 scripts in 2025, live so extensive check marking process in place for those at the boundary of achievement
- Accuracy is high (90%) – due to the machine having had a lot of training with the previous human marking,
- Expecting 40% of the boundary assessments to be check-marked
- Only used in CAA writing as the text of the assessment is quite specific – 3 main criteria

#### **Moderation –**

Expert advisory group worked on recalibrating the quality assurance system of NZQA – a change was made to the system so NZQA could get the moderation within the same year. NZQA asked schools if moderation could be sent in as soon as possible and had only 30% of student work by October with the bulk coming in during exam period. Takeaways:

- Level one slowest by far, needed to benchmark (aim for 100 samples), notices issue and interpretation, met with MOE (Commerce, Science and Maths had issues),
- Schools use links (did not work, needed password – going back to schools – all this slowed process)
- 12 standards – EN2 Matauranga Māori – and went to committee, slowed things down
- The average moderation was 6 weeks and 1 day, NZQA aim to keep under 6 weeks
- Increased specialist workforce (40 more to the 300), will prioritise EN2,
- 50 standards through RAMP process

#### **Paper copies**

The CAAs are designed to be digital only.

NCEA exams - if entered for digital exams then NZQA has also sent out personalised copies.

There will be a change in this as only 8% of personalised papers used, school no longer want to store, NZQA destroys the papers so there is a lot of waste with this model.

From 2025 the personalised papers will not be printed but schools will receive a 15% buffer of papers.

Level 1 80% digital, Level 2 and 3 55% digital, scholarship exempt from this process

### **MOE – Assessment and AI – Henry Collette**

[Generative AI - Ministry of Education](#) Updated MoE's generative AI website – 2024 talked to schools and kura, previously advice was high level and brief and now it is better and updated. The updated advice provides:

- a definition of gen AI
- policy guidance
- operational policy guidance
- FAQs

Schools are self-governing and write their own policy on everything (must match operational policy – e.g., guides for students/parents)–however, there are clear directives here now. Schools do make use of templated policy documents (e.g., school docs) – these may be good as starting points only and tend to be more compliance related. The guidance will be reviewed as time goes on

The Ministry's position on AI is made explicit ....and should be noted.

- If the position on authenticity and receipt of authentic student work is clear, then that's a good start.
- Assessment for learning vs assessment for credentialling... integrity of student work
- Gen AI can be used legitimately in parts of assessment where student knowledge is being assessed, e.g., Digital 1.1
- Note Sydney University guidance – excellent, very clear – assessment for learning vs assessment for credentialling.
- Know your students and know your work is the best mitigation.

Implications of this work – new level 2 (2028) and level 3 (2029) will be cognisant of generative AI – need to assess the right things in the right way. For example, recall based / summary based that don't require assessment that is local or personalised based.

Risk to credibility in internal assessments – this is a first step in suring this up. No structural implication for NCEA – Minister is publically committed to a balance 2 internals 2 externals.

### **MOE Teacher Supply – Michael Tilyard**

The team established two years ago, wants to publish data on the Education Counts website. Covid has accelerated some of the trends – e.g., aging teacher population and retention. Retention rates went up during covid – dropped after covid – and slowly return to about 90% (the average). There are peaks and troughs annually/ and term by term. See education counts website.

The MOE Teacher Supply team want forward-looking data post Covid, however some teacher trends have persisted for some time. This work is about proving data versus anecdotes. From June the team is looking at secondary subject areas

- KAMAR timetabling data being used to look at (not all schools will provide timetabling data) – statistical modelling to plug the gaps
- ITE providers Secondary by subject
- A lot of subject specialists will be leaving teaching/retiring in the next 10 years

### **Office of the Privacy Commission – Clare Ruru**

[Office of the Privacy Commissioner | Children's Privacy Project](#)

The Children's Privacy Project (September 2023) looked at how children's privacy was being protected and whether the rules protecting children's privacy rights work.

The next phase is developing guidance which aims to:

- Lift understanding of children's privacy rights across the children's sector.
- Provide best practice privacy advice to ensure young people's privacy rights are protected and respected.
- Empower children and young people (and their parents/caregivers) to understand and exercise their privacy rights effectively.

The Education sector guidance will be released in full and final form in late 2025. OPC is developing guidance around filming and photography, and is working in collaboration with MoE on enrolment forms, CCTV and privacy is a common concern.

### **Industrial update**

*Collective bargaining 2025 update* - There are 10 typical stages to collective bargaining:

1. Claims development
2. Claims endorsement
3. Initiation (this is next in STCA bargaining)
4. Bargaining Process Agreement
5. Bargaining
6. Industrial conflict (strike, mediation, facilitation)
7. Settlement
8. Ratification ballot
9. Signing
10. Implementation

For the road ahead, we expect difficult negotiation based on what is happening in other collective agreement negotiations with this government. Other unions have had pay offers where progression have been presented as an increase, with the only pay increases being offered at the top (and sometimes at the very bottom) of the pay scales. Increases that have been offered to support staff for instance have been very low. The govt has also introduced legislation to weaken workers' power in collective bargaining process (i.e. pay deductions for partial strikes).

Our history of bargaining has shown that collective action has proven to be the primary driver of workers' success at the bargaining table. Strike action can have lasting effects beyond the immediate round they relate to. So, it will be crucial to talk to each other and your communities about the claims, the reasons for the claims, and the bargaining journey.

We expect the government to make collective action harder through legislative intervention (i.e., partial strikes legislation, changes to notice requirements for school strikes). The government does this because PPTA Te Wehengarua members have utilised these tools so successfully in the past.

Beware of politicians trying to present the union as a third party in the collective bargaining process. You are the union, and what happens at the table (or in terms of industrial action) will always be a reflection of what members collectively decide should happen- there is no split between workers and the union. No matter what the government says, you can win. It just needs to be(come) politically untenable to say "no" to teachers' claims.

### **Open for instruction (Fran Renton)**

PPTA has raised serious concerns with the MOE attempts to define "open for instruction"; PPTA believes the Ministry's actions are attempting to set requirements for schools for opening and closing for instruction in a way that does not comply with the Education and Training Act 2020 (the Act) and the Education (When State Schools Must be Open and Closed) Regulations 2024 (the Regulations). Legal action has been taken (on both sides).

PPTA has expressed concerns over the Ministry's attempts to define terminology (where this is incorrect) and seeking to interfere in arrangements between the school and union in relation to Paid Union Meetings (PUMs).

The MOE believes that as regulator, it has a role in ensuring regulations are met. However, Boards have responsibility for when a school is open for instruction, and therefore the definition of this.

PPTA considers that the MOE is building this issue – advisors ringing schools, trying to 'boss' principals, survey to gather information, especially about PUMS. Legislation on PUMS is in the ERA, not the Education Act.

The Secondary Principals' Council newsletter provides regular updates on this issue.