

Regional network summary – Senior Positions Advisory Committee Meeting

Date: 01 May 2026

Location: PPTA National Office

PLD opportunities– Angela Roberts

A recap of what was delivered over the last CA: Subject association grants continued; these are valued by those involved and enabled Subject Associations to grow significantly; the three micro-credentials (VUW-developed with our members) and the fourth micro-credential (women, stand-alone). Feedback on all projects has been incredibly positive. We are delivering something unique.

The current contract: two years, simplified priorities – NCEA, curriculum, anything else agreed. Members only (STCA, ASTCA). Rolling things over – subject association grants continuing. PCT Conference during the next holidays (already full). OTTs are eligible (specific workshop). LATs are not. The PLD fund will continue to fund the three micro credentials: women’s micro is continuing but not funded (only \$600), 10 weeks, and release time is not funded.

Next project: a micro-credential for out-of-field teachers, focusing on Maths (based on the existing VUW Maths micro-credential). Pilot in term 4 with the MoE receptive. The Maths micro – need HODs for the development phase.

Extremism and harmful content - Kate Whitaker, Classifications Office

Kate is a former Sec School Teacher. In her role, the Classifications Office has developed resources for educators that are already available. Kate also does workshops that can be targeted for teachers, students, and parents.

Day of AI | New Zealand / Aotearoa - Susana Tomaz

Susana works at the intersection of artificial intelligence, curriculum design, and future-focused education and is the Day of AI Aotearoa | NZ Programme Lead and Director of Futures and AI Strategy at Westlake Girls’ High School. Susana provided background information and an update on the Day of AI initiative.

Day of AI started as an MIT initiative in the USA. The initiative targets Years 5-10, and an important part for NZ schools has been its localisation, and it is aligned to the curriculum. The 2025 Pilot results were independently assessed by NZCER. What did we learn?

- Student confidence uplift - from 50% to 82% at secondary
- Stronger recognition of bias, mistakes and risk
- “You can’t put that into AI – it’s personal data” - Year 8 student
- Disproportionate impact on those who need it the most
- Teachers are also more confident, better equipped
- Cultural grounding and relevance, data sovereignty explored

In 2026, the initiative launched nationwide on 9th March. Day of AI starts with a whole ecosystem approach and has two parts: education with AI; education about AI (strengthening learning, mastery, and cognitive agency). Four concepts are covered:

- What is AI?
- How do machines learn?
- How do people use machines to create things?
- Ethics and the responsible use of AI

The student challenge is using AI to tackle the challenge of Predator-Free Aotearoa NZ by 2050 and teaching materials can be found on [the dayofaiinnewzealand.com](https://www.thedayofaiinnewzealand.com) website.

The use of AI in our classrooms needs thought. Cognitive outsourcing is a serious risk. Other countries have frameworks for AI; we don’t. This programme is assessed, scalable and free.

SPAC regional round-up – members highlighted several issues from their regions

Attendance system – The online platform is really problematic at the start, but the real frustration is when you go to lodge a ‘red’, it wants you to put in all of the information for their previous statuses. There is duplication of information that is already on KAMAR, and feedback from other schools is the same. This has been fed back to MoE.

The size of the school makes a difference, inconsistencies in what is being done across the country, and the requirements for schools are unrealistic. Community relationships can be harmed as the letters are causing upset that impacts the school and home partnership. This appears to be lots of work for a very small increase. It can help with those who fall through cracks, but the sticky issues are still sticky

SMART tool – Schools don't have to use it, but principals are getting pressure to do so, and schools are trying to get ahead, so they are using the SMART tool in various ways (a couple of classes only). Issues:

- Time to upskill teachers is inadequate.
- Training requires navigation on Pūtake - lms.nzqa.govt.nz/local/login/index.php
- The writing involves double-handling, as the teacher has to check the AI response,
- 90-minute test/ doesn't fit into the timetable easily
- The SMART tool is a massive admin for PNs, and administration of the SMART tool has been added to the PN role in many schools.
- PN – allocation of time, some principals do not allocate the PN time and recompense awarded in the CA to the PN.

Curriculum changes - There is a lack of support or direction from MoE re: curriculum changes. They cannot answer the questions, with the timeliness of information just coming too late. Resourcing and its timeliness are the real issues more than the content.

Assessment - Managing authenticity of student work – some schools using Exam.net – all assessments done in class, so hours are taken up with assessing. No Ministry support for this. Loss of teaching time is a byproduct, and there is a lot of variation in managing assessments in schools.

Digital exams by default expose the digital divide between schools. NZQA is moving in this direction.

PLD – It is a concern that there are increasing amounts of PLD being done online, and after school. PLD requires resourcing so that it does not have to be done in the teachers' after-school time.

Recruitment – Some parts of the country are struggling more than others (West Coast), and the struggles impact on SLT who are picking up relief. Use of LATs who are training to be teachers is greatly increasing workloads, etc.

Senior leader/ teacher workload continues to be high. Some senior leaders note an increase in abuse – from parents, managing high-end situations, de-escalation is needed.

MOE: Qualification and curriculum update (Vaughan Couillault and Rob Mill) - Q&A session

➤ *Curriculum writers for ISBs – different messages, clarity?*

Sarah and team are working with ISBs – trying to attract talent to write the curriculum, workshop in May. MOE and ISBs are working together at pace, and it is between them to decide who will write the curriculum so that it works. The MOE has expertise in structuring curriculum and needs to get subject experts together with these people. Not all ISBs are at the same pace

➤ *Resourcing to support NZC- what is the support?*

Deep PLD conversations are happening; depth and breadth are subject to budget requests. Ideas, online resources, TODs, and jumbo days – but these have cost implications and have not been committed to.

➤ *What is the timeline?*

Timeline – 2026 drafts of curricula going out (26 May), June- July public consultation, 2027 preparation for 2028, and so on, the focus of PLD related to this. Middle of May, next tranche – next three or four months is all about landing the curriculum. Timelines include tranching phase 5 subjects, so not all overwhelmed at the same time. Phase 5 feedback is split into 3 tranches, and this enables spreading out over time and targeting, so resources are available when needed. The MOE is learning as they go, what is helpful/ not and timeliness, Access and support for this term still tbc.

➤ *What is the place of the CAAs?*

CAAs are an NCEA construct – you can rightly assume that CAAs will expire when NCEA does, as we move to a new system, a new system fading in Foundational Award

➤ *SMART assessment – At Y9, is it the same level academically as SMART?*

Feedback is that SMART is harder than the CL. Calibrations are not correct straight away, it will be refined as more people use it. Significant value in SMART when we get it right.

➤ *Can schools still use PATS?*

Yes. PATs are a product of a private company (NZCER), so it is not resourced by MOE. Schools pay to use it. The SMART tool material is being developed in NZ and to the NZ curriculum.

➤ *What are the transition arrangements?*

MOE is thinking about how to transition and close down the CAAs. NZQA is contributing two papers to the advice for the Minister – CAA likely gone, Foundation Award being worked through, and transition periods need to be worked through also.

NZQA (Amanda Picken and Sheryl Ching) – Q & A session

Digital by exception for subjects that can be assessed this way. This is based on feedback from the sector, and NZQA will develop policy. Equity is an issue – device/ broadband width – sits with MOE, but working together with Network4L also

AI marking – using for writing of CAAs, a human-centred marking approach remains with 36% of the first event marked by humans and 30% in September. NZQA is working on a small number of proof of concept, with trial outcomes analysis to be done. It will be 2027 if expanded.

External assessment platform – NZQA has a project to strengthen these, some changes to the external assessment platform, improvements to the overall breaches issue – have heard a number of schools using Exam.net – NZQA is trying to improve the external platform. The NZQA platform is built for a specific purpose – not internal assessment. NZQA does review the issue of assessment management – schools self-managing, never one thing that we need to do to manage authenticity.

Are you looking to use the SMART tool for future quals? Not at this stage, platforms are built for a particular purpose; SMART is for formative assessment. Authenticity needed for summative assessment

PPTA (Fran Renton)

Fuel crisis - PPTA has been gathering information on teacher travel and what could be done for schools in the fuel crisis

PUM – PPTA and MOE have been in court over the issue of teachers' right to attend PUMs, particularly the arrangements for doing so. The case was a success for the PPTA and provides important case law for the rest of the union movement. Importantly, status quo practices are sufficient. The Secretary of Education has an interest and can give advice, in line with the judgment. [2026-NZEmpC-75-Secretary-for-Education-v-NZPPTA](#)