

**NZASA EXECUTIVE MEETING
VIEW ROOM, AUCKLAND AIRPORT
13 NOVEMBER 2017**

Commented [1]: my changes in blue

Present: Grant Burns, Lesley McCardle, Steve Beck, Debbie Fitzgibbon, John Auld, Koren Hopoi, Kelvin Woodley, Annie Hughes

Apologies: Paul Eason

1. Minutes

The minutes of the previous meeting of 29th May and 16th August 2017 as circulated are adopted as a true and correct record.

16th August – Crown Plaza is booked for Christchurch next year. Incorporated Society paperwork was deferred until November meeting. Confirmed

29th May – Minutes Confirmed

Matters Arising:

2. Financial Report

Motion that the finance report as at 31 October 2017 as tabled is accepted.

Grant/Steve Cd

The conference ran at a deficit of almost \$6,000. Another 15 delegates would have made the difference to this shortfall. Balances for leadership and sport are carried over as shown and the roll over balances will be maintained in the future for Executive knowledge.

3. Conference 2017

Good feedback on the whole from the conference. Good keynote speakers are vital to part of the conference success. It works well if the keynote speaker leads into a workshop. We were short of 15 delegates to break even. Marketing the conference could include kura and Christian schools many of whom meet the criteria to belong to our organisation. Conference should be advertised in the Gazette.

Notes:

- It is the role of Principals on Executive to make contact with new Principals and offer support.
- BoTs feel the NZASA conference is great value for Board training. Timing around Board elections needs to be planned for.
- The break to take a look around Wellington was a good

4. Conference 2018 - 22nd to 24th August at the Crown Plaza

- The hotel can only cater for 100 delegates.
- Accommodation \$180 at the moment and shortly to go to \$200
- NZSTA presence – Rob Gold (Debbie)
- Nathan Mikaere-Wallis (Lesley) \$\$
- Damian Edwards – updates on funding
- Theme - ?Focus on Well-Being
- Simon Craggs – Principal Onewhero – has contacts with people who provided PD on well-being
- Sticks and Stones (anti bullying programme) (John) \$
- Lucy Hone (Christchurch based) keynote speaker around resilience (Steve) \$
- Minister of Education (Grant)

- Positive Education Model (Koren) ?\$
- Haiata School Christchurch – Karen school visit
- Education Council (new criteria for PTCs) (Grant)
- ERO – John
- Renzie Hanham – performing under pressure (Christchurch based) (Steve) \$-
- Sandy Dunn – Xero / Monty
- Al Fone - Sharp Governance

Student Awards – there seems confusion around criteria. Review student award policy to avoid confusion. Changes as follows

*Awards to be received by Executive up to one month prior to conference

*Nominations are to be made to Regional Associations for endorsement before passing on to National Executive for ratification.

Koren to MC Award part of conference.

Student Speaker – Steve to check out if Miriam is available

Sponsor/Workshop – School Docs

Band – Steve, Brendon and Kelvin. Work out timing carefully.

5. Sports Tournament 2017

The Manager appointed by NASA to run national tournament didn't cope well for a variety of reasons. Every participant was charged \$10 as an administration fee to pass on to the region running the tournament. There has been money gone missing around the sale of hoodies. Refunds to be offered to any students who paid for hoodies and haven't received them.

Email to schools asking if any student is awaiting for a hoodie they paid for.

Next year the tournament is in Christchurch. (9th to 13th July Pioneer Recreation Centre). Details are on the website.

Circumstances of the NASA Sports Manager were discussed.

NEXT MEETING: 11/12 March 2018

VISITORS

Damian Edwards – Associate Deputy Secretary, MoE

Welcome to Damian and thanks go to him for his presentation at conference this year.

Government change – how does this affect the decile review situation and what is the process from here?

Chris Hipkins has shown interest in what the research has uncovered. At this point in time there has been no movement forward however scenarios will be presented to Government in due course. Damian – according to research trend analysis shows smaller schools contain students who don't achieve as well as if they went to a larger schools. This is based on NCEA and National Standard results. Also smaller primary schools are more disadvantaged than small secondary schools in terms of management allowances. Research has shown that low funding is directly related to student achievement in smaller lower funded schools. At the moment for example in a range of Decile 2 schools the disadvantaged children can range anything from 25% to 80%. The idea of the proposed new system is to address these discrepancies.

Concern was expressed about whether individuals could be identified – Damian assures us that this should never be able to happen however in very small schools there is significant risk that this could

happen. It seems fairly easy to be able to identify disadvantaged schools. Damian and his team have had significant talks with the Privacy Commissioner around this concern. Schools in the middle band e.g. Deciles 5-7 could be severely disadvantaged with the new system. Also in the mix is students not necessarily attending their local school. Over 30% of students in Auckland do not attend their local school. There has been huge value in sector engagement around the process.

Nicholas Pole – ERO

Been Chief Review Officer since July. Part of the role is in ensuring New Zealanders can have confidence in the NZ Education system and that every student in NZ has a good education. How does ERO contribute to ensuring all NZ schools are great when they are only in schools every 3 years. In the past reports have had a tendency to be negative and punitive. Looking at enablers for success but also looking at inhibitors for success. Next steps should evolve in partnership with school leadership.

Onewhero recently had an ERO visit and were taken a little by surprise at the new reporting format required by ERO. It was felt a template should have been provided and some sort of notification ahead of time around the new format ahead of the visit. In terms of data acceleration has many forms and in Area Schools many individual cases have acceleration for that student but still may not meet what ERO terms as acceleration. The constant shift in ERO focus is a frustration for schools.

ERO's inability to view documents online is an issue for schools where google, SMS systems etc is a key way of sharing and saving data is becoming more and more problematic. Some results are not designed to be printed but only to be viewed on line. Nicholas acknowledged this issue.

In future ERO could be looking at how schools spend SEG grant and ITEs.

An invite was extended for ERO to be present at the 2018 conference.

SECTOR REPORTS

6. President Report (Grant Burns)

Many thanks to the executive - and especially Lesley - for the outstanding conference. Feedback received has been very positive.

Here is a summary of points from the groups I have been representing the NZASA on:

Education Act Update Sector Reference Group (1 Nov)

- Statutory interventions - s.78 has 4 new ways of supporting schools with earlier intervention possible. Boards able to retain their powers in some scenarios. Reasonable grounds for concern or belief there is a risk as discerned by local MoE and BOT. ERO report, BOT or principal requests trigger this. Interventions are - case conference (meeting with stakeholders), specialist audit or performance notice. A statutory appointee can be made to the board (paid same as other BOT members). Then LSM or Commissioner. The Sec of Ed may now cover the costs of interventions. Case by case basis.
- *Cohort entry* / compulsory attendance. Must consult with parents of existing students and local ECEs. Must give notice to MOE and wider community. There are published

mid-term cut off dates. A transition plan for part time attendance needs to be signed off by the MOE Director of Education.

- Off-site locations (Philippa Pidd). Approval from MOE and agreement from both BOTs needed. Lines of responsibility must be clear. Does not include technology classes, trades academies. These are second sites that schools operate, not separate schools.
- *Restraint and seclusion* (Mark Thorburn). Teachers and other authorised staff members may use restraint. Written authorisation must be given. MOE offers training for schools with UBRS (Understanding Behaviour - Responding Safely). Emphasis on prevention and de-escalation. Approx 8 reports per day coming into the MOE. (/800,000) 186 schools. Majority of restraints in junior primary and special schools.
- *Strategic Planning and Reporting* (Ben O'Meara). New system for outlining objectives for education and SNELP (Statement of National Education and Learning Priorities). There does need to be accountability and transparency. Should reflect community input. Should outline the challenges a school faces and what it plans to do about them. NZSTA is providing training for new reporting and planning processes. Planning should be about the most important things, not everything. Should actually be useful to schools! Strategic plans 4 years - all schools 2019-22. To replace annual charters. 1 year annual implementation plans. Must consult with everyone, students, staff, community, others. NZSTA has community consultation tool. The Govt aim is that every student is succeeding.

Any queries may be posted on Education Act update section on Min Education website.

National Education Leaders Partnership (NELP) (31 Oct)

A letter has been sent to the Minister of Education, Chris Hipkins. NZASA is a signatory to it, upon ratification. Points covered are:

- Proposed 30-year plan for education. NELP (and its member groups) are asking to take leading roles in this
- SNELP (Statement of National Education and Learning Priorities). These are to replace NEGs and NAGs. NELP is asking that work on this is deferred until the 30-year plan is developed.
- A re-focusing on the NZC, with an implied reduction in status of National Standards.

There is a desire among NELP members to work closely with the Minister, with increased numbers of education teachers and leaders seconded. Cross-sector forums are largely seen as ineffective PR exercises.

COL may need to be reframed, as there is very little impact on student achievement with the current model. More leadership flexibility. Needs to align with 30-year plan.

Concerns with Learning Support. SENCOs need training.

Concerns with restraint and seclusion rules.

Work already done on funding review shouldn't be thrown out. More funding is needed.

All parts of the sector are feeling the strain from the teacher shortage - this needs to be addressed in new Collective Agreement salaries and conditions.

Small and isolated schools reference group (26 Sept 2017) (Caretaker government)

Damien Edwards

- Need to balance funding between disadvantage and size.
- Size is a negative impact on student achievement.
- Y11 - 1:23, y12 - 1:18, y13 - 1:17

- Stepping stones for roll generated staffing and management (counselling). 1000 schools <200. 100 schools <20.
- Lots of multi-tasking for DPs in small secondary schools.
- Management time for 'disadvantaged' schools (risk index). Schools most at risk have 25% of students funded. 90 schools have 80% of all at risk kids. *Disadvantaged kids do ok in schools with small numbers of other disadvantaged (up to 10%)*.
- There will be a lot of movement from decile to disadvantage. More fairness coming. Decile 2 schools can have anywhere from 25-80% disadvantaged. Big dip in student achievement in y7-8 all groups. Worse in small and low decile schools. Some drops in y4-6. Intermediates most affected. Class size formula counts against this.
- ICT: Competing VLNs v COOLs v Te Kura (& Open Polytechnic)

IES Evaluation (18 Aug)

- Focus on the purpose of COL - achievement and wellbeing.
- Pacing COL - don't rush but don't get stuck.
- Primary schools can *combine within-school leadership resources to fund a between school role*. Not in secondary. Area Schools?
- See PPTA Change Management Toolkit
- Surveying progress towards ACs by first 25 COLs.
- Curriculumtool.education.govt.nz being tested at present. Each COL has its own tool. Can establish an inquiry strategy involving wide range of stakeholders. Need education sector logon (ESL).
- Otaki COL has collaborative sponsored environmental project.
- I presented Notes from principals at NZASA conference:
 - Reluctant to take on lead principal role
 - Concern about COL Creep
 - COL with low student numbers have limited resources
 - Problems with finding appropriate staff to appoint and relievers. BOTs reluctant to give up best teachers
 - How much of the \$359m remain?
 - Process of setting ACs is very slow

Building Effective Schooling Networks

- Discussions took place in the MoE about how effective school networks could be built around schools working together.
- Charter schools are not subject to network rules.
- Priorities for network – educational success, fiscal efficiency, community buy-in.
- Transparency around process
- Regional plans for schools (iwi partnerships)

Grant will be attending a meeting shortly around senior secondary curriculum.

7. Steve Beck - See Appendix A

Enabling ubiquitous and equitable access to digital educational services and content for all students

8. Steve Beck – See Appendix B

Southern Regional Infrastructure Sector Forum - Christchurch - 13 September, 2017

**9. Kelvin Woodley – See Appendix C
NZEI – Principal Leadership Group**

APPENDIX A

Enabling ubiquitous and equitable access to digital educational services and content for all students

Forum Date: 20 October 2017

Venue: Maturangi House, Ministry of Education

Overview of current initiatives (AM Sessions)

2020 Trust

- Computers in Homes:
- It's a comprehensive programme that spans the device, provisioning, training, and support for families
- Funding ends this June
- 12 Months report have been published on 19 October

Challenge:

- Matching the product and target audience and applying the right delivery mechanism. e.g. payment plans for devices should work families with variable/irregular income.

Spark Jump

- Programme overview: <http://www.sparknz.co.nz/what-matters/spark-jump/>
- Targeting 40,000 families
- Current offering is \$10 for 30GB of mobile (3G/4G) broadband
- The foundation can even offer free broadband if required
- Policies have been adjusted to match the audience, e.g. there is no credit check.
- Distribution relies on local communities to identify the households

Challenge:

- Low uptake since the launch of the programme late 2016; only 10% of the 5000 available units have been allocated.
- Finding the families is the main difficulty.
- Further adjustments to the payment policy may help (e.g. pay when you can or pre-pay)

Manaiakalani and the Outreach Programme

- Have developed a repeatable universal baseline operating cost structure.
- The trust is set up based on 20% equity.
- Learning: We need the right device for the students which may not be the cheapest, the trust has put a lot of effort procuring the right device at the best price for the students

- Currently dealing with four global Chromebook suppliers.
- Parent Education is delivered through a train-the-trainer approach within the community.
- Power remains a problem in rural areas
- R&D on educational achievements is a fundamental component of the model, each research question costs between \$20K and \$25K to answer (typically over 3 years); Value Chain: Research-> PLD -> Classroom

Outreach Cluster views (Hornby):

- 75%-80% of students own a device
- Learning: Having a trust increases the procurement and delivery options to families
- Have innovated on three subjects
- Question: How those innovations can be shared/fed back to the rest of education sector in the country?

GCSN (Greater Christchurch Schools Network) – Focus on Christchurch East

- Working closely with the Christchurch City Council
- Currently developing a business case with a target of 2020 for ubiquitous internet access. Chorus, N4L, and MoE are supporting the pilot.
- Challenge:
- The key challenge is targeting:
- Schools are reluctant to do referrals
- Some cyber security concerns in the families
- Families change addresses frequently
- School operating model is a key inhibitor of increasing the reach; these are management issues
- Using a variety of methods to engage with parents, e.g. Coffee Carts in the suburbs.

Hutt Valley

- [Link to Empowering Tamariki for the Future Pack](#)
- 22% of the population in high deprivation
- Shifted the focus of council's community funds to fight poverty
- Magic Card allows children to access pools, bus, Internet and other amenities.
- Working with N4L to deliver controlled Wifi Internet access to homes
- Learning: Schools need to be prepared to participate in any of the initiatives; a school preparedness test have been developed
- Challenge: Currently only one school in the Hutt valley is ready
- "Mahi Atu": Get on and do it

Rural Women

- Primary interest in eliminating mobile blind spots and development of WISPs (Wireless Internet Access Providers) in rural areas.

Area Schools

- 95% of the children need to use school bus to commute, the population is dispersed across a large remote area
- Affordability of mobile broadband is a key challenge for their constituent families
- Cultural barriers in targeting and addressing access issues; e.g. dominantly immigrant community will not ask for anything
- Deep South region could have more severe situation

Northland

- Despite UFB being available community access to the internet is poor
- The infrastructure (e.g. roads, power, etc.) quality/reliability is generally poor.
- Businesses are not showing interest in the market there.
- We have skills, devices, and demand for community Internet access.

Te Kura

- Have established a Student/Whanau Helpdesk and have serviced 10,000 calls already.
- Sourcing the device is generally not the problem, key challenge is with the support
- There is a small group that choose not to use digital, so far about 108 exemptions have been granted

Problem Domain (PM Session)**Rural Access**

- Awareness of services available is a barrier (ref RBI developments)
- Value differences, rural values may be barriers to the use of digital, there may be reluctance to bring devices to schools
- Widespread use of Google docs and other cloud based learning services pressures the need for quality internet access
 - This contributes to the divide for students to work at home beyond school
- Farmers may get broadband for business but not the workers or their families
 - Can we incentivise farmers to provide micro community access to the internet?

Targeting

- Some families are not comfortable with the technology despite the solutions are dominantly plug & play (e.g. Spark Jump)

- Enrolling into Spark Jump requires a Skinny account which can only be activated on the internet; this increases the reliance on school to be the first port of call for provisioning (providing internet access)
- Need to increase the awareness of the value of the Internet – better whanau engagement
- Need to have the trust and confidence of the people in the community
- There are children who live in multiple houses during the week; sometimes none of which are their parents
- Some houses have no wiring, wireless is the only option
- One option is to proxy through other programmes such as computers in homes
- Lend the Internet model: using libraries as the focal points, they can support the delivery as well – Proven model in New York City with Google
 - Librarians role will be different in 10 years' time
 - Link to DIA and local government policies
- Whanau size can impact the student's internet experience; different products may be required for different whanau sizes
- Getting the remaining families connected is a high-touch process, a national approach would not work; the approach need to be localised through communities
- The last percentile is hardest to target, access, and engage with (Manaiakalani approach may be a solution to this)
- There are some cultural/perception barriers around the cyber space
- Equity inhibitors are two kind: 1) Economic 2) Location-based (Remoteness) – the way these two groups need to be met differs
 - In an example community north, 28% of the families have had their power cut off and 40% have visited the food bank
- Schools are the key enablers to tackle the challenge, they need to be ready to participate, their current operating model may not support this
- School boards may not have the capability to drive operating model changes in the school
- Introduction of the digital curriculum and the associated PLD programme is a great lever to use
- Re-focusing of existing community funds towards this challenge
- Re-arranging workforce in community centres (e.g. Stokes Valley in Hutt City)
- Leveraging/replicating the experience of high-touch community programmes such as Family-Start in Nelson focused on early childhood education. They visit families at their homes who are otherwise unlikely to visit a library
- Social workers may not be sufficiently digitally literate to support the mission but can be a good resource to tap into if upskilled

- There are some schools with bad relationship with the community

Solution Options

Schools as digital hubs

Commercials

- Need to balance overarching commercial interest in any solution
 - Avoid substitution from commercial ISPs to government
 - Segment/split market, differentiate
- Need investment incentives for telcos to continue to innovate
 - No investment incentives in the rural market to upgrade to carrier-grade infrastructure
 - A Wifi tower require at least 10 paying customers to be economic
 - Satellite may become more economic with the introduction of low-orbit satellite service from 2020
- Need to better identify the requirements of each area, including the number of users, geographical properties, existing coverage/connectivity options, school readiness and demographics
 - School readiness span the technology (e.g. devices) as well as the practices and skills
 - Data that can support this exercise: PLD in Digital Curriculum, disadvantage index, remoteness index, property data

What's already there and how we can leverage it?

- 1) Use School fibre to deliver internet to the community
 - a. Need to cater for modems and support at home
 - b. Consider setup and running costs
 - c. Question: any health concerns re radio towers on school ground? A: They meet Ministry of Health guidelines
 - d. Require community and school board acceptance
 - e. Property being owned by the crown helps with streamlining the setup process
 - f. RBI rollout to smaller rural areas will improve provisioning options by 2022
- 2) Redirect students internet traffic to N4L content filter
 - a. This option would have been more favourable to Manaiakalani roll out if it was available at the time of introduction
- 3) Provide universal internet access to students via multiple ISPs using a universal Student/Device identity service
 - a. Need to address the device enrolment and provisioning via the school

- i. Need to support students attending multiple schools/tertiary institutions
- b. How portable the content filtering policies should be?

What is the capability we want? ...therefore what do we need to enable?

- It shouldn't be limited to children using the Internet; it should be about access to educational resources for all
- Identifying what is educational content is difficult, blurry, and hard to enforce
- Local providers/ISPs should be part of the solution, not put out of the business by government
- Government provided devices are likely under the new government, implementing access and filtering policies may be easier
- Is filtering content for safety required for wider community?
- Low orbit satellites will improve the quality and affordability of Internet access in remote areas
- RBI rollout to smaller rural areas will improve provisioning options by 2022

There has been a low uptake of the Ministry's Digital Hub policy (a dozen instead of hundreds):

- There is general lack of knowledge about the framework by Principals and Ministry staff
- The process to become a digital hub is convoluted
- Some school boards are nervous about the accountabilities and responsibilities
- Accredited providers could eliminate some of the school leaders' nervousness
- Communication about the solution, process, and benefits should be uplifted
- School leaders should be educated about the model
- TA/Council coordination is crucial for its success (e.g. Auckland Transport need to approve the use of lamp posts for community wireless)
- Often a community champion is needed to drive the initiative; someone who stays with the vision – a digitally capable intermediary who brokers between: School, ISP (e.g. Spark Jump), Philanthropic partners, Libraries, and Government.
- Funding could be a challenge, we need to address both affordability and sustainability
 - We should resolve affordability
 - Smaller schools have higher overhead
 - Philanthropic investments can reduce the barriers
 - Flexible micropayments can increase families contribution
 - Educate families with the value of Internet access in education
- Question: Will N4L remain free in the long term?

- Is there a case to be made to make Internet access a right?
- Should this be a Policy argument for government funding?
- School leadership/culture need to be prepared
- In some rural schools, the operating budget is not proportionate to the ICT costs
- Community backing of joint initiatives critical
- Question: should digital access be fully funded by the state?
- In addressing the affordability, we should educate people about the value of the investment they are making
- Some farmers may have access to the internet but their families and onsite workers and families don't
- Examples of home-brew initiatives where small farm farmers have come together to create a local wifi coverage
- We need to have a coherent vision for the student:
 - Educational access for students as a catalyst for the rest of the household
 - Challenge: We may interfere with the open market
 - Understand/confirm the role and/or necessity of content filter in providing Internet access; increasing community resilience instead?

APPENDIX B

Southern Regional Infrastructure Sector Forum - Christchurch - 13 September, 2017 (Steve Beck)

Hazardous Substances

Health & Safety at Work (Hazardous Substances) Regulations take effect from 1 December 2017. The new regulations reflect previous HSNO requirements and apply to all workplaces including schools.

The Ministry is working with WorkSafe on arrangements in the current Code of Practice (Exemption of School Laboratories) to operate under the new regulations.

The intention is to have pragmatic and easier to understand controls relevant for workplaces such as:

- Keeping inventories of hazardous substances on site
- Use of safety data sheets
- education.govt.nz
- Informing and training staff
- Emergency preparation.

The Ministry will provide practical guidance material for schools over the coming months on WorkSafe standards.

Energy Safety in schools

Ministry has worked with Energy Safety (WorkSafe) about noncompliant faulty electrical cable that has been installed in a small number of schools.

Energy Safety (Worksafe) has conducted audits of schools and found common errors that require action by schools:

- Switchboards with missing or broken covers
- Double adaptors and multi boxes overloaded and used long term
- Electric cords on floors creating tripping hazards and damaged cords in use
- Flammable material being on, or stored close to heaters.

Asbestos management

The Regulations impose a duty to ensure that all asbestos or ACM giving rise to the risk at the workplace is identified. This means Board's need to determine whether asbestos is present within school buildings and assess the risk of exposure to airborne fibres. There are different ways this can be done:

- Assume it is not likely to be present (based on when the building was built) and record this assumption in your risk register.
- Conduct a visual inspection and manage any risks accordingly; or employ a certified surveyor to assess.

Refer to the Ministry's website for further information:

<https://education.govt.nz/school/property/stateschools/fixing-issues/asbestos/>

There is a duty to inform certain persons about the work.

Who needs to be informed? The PCBUs workers and any other people at the workplace, i.e: staff, students, parents, visitors to the school. Adjacent ECE's/ Kohanga Reo.

- The person who commissioned the asbestos removal work.
- Any person at or in the immediate vicinity of the workplace (i.e. neighbours along boundary fences).
- Anyone occupying premises in the immediate vicinity of the workplace (i.e. after school care programmes).

Helios Update

Steps to gain access

Step Action

1. Log into the Education Sector Logon Provisioning Application (EPA) request system using your ESAA/ESL logon (or ask your school EPA authoriser to complete if this is not you).
2. Confirm the existing user's details are correct or fill in new user's details
3. Expand the Helios line and choose (tick) the K2 School User option (as shown in the screen shot below)
4. Submit the request by clicking on the blue 'Sign and Submit' button on the Sign and Submit tab (as shown in the screen shot below)
5. Your request will be processed within 2-6 working days, and you will receive a joining confirmation email and an invitation to the optional (but recommended) 15-minute training module
6. Following this confirmation email, you will be able to log into the Helios portal and view your school information

Some challenges to date

- Schools are unfamiliar with EPA system
- Who has DA 'delegated authority' – it is usually the principal or an administrator at the school (contact the Education Service Desk if you are unsure).
- Who should have access - access is aimed at those who are involved with capital projects, property management and maintenance (you can decide who has access). Using your Education Sector Logon (ESL) – it won't get you to the portal until your EPA access request is in place.

Rollout

- Southern schools have joined
- From 24th August - Central South schools begin joining
- From 11 September - Central North schools begin to join, and from 2 October - Northern schools will begin to join
- A staged access was to mitigate the potentially thousands of applications, however, this group (here today) can use the EPA to get access early.

Update on the Review of Funding Systems - Separating property related services

The intent of the funding review is to: Replace the decile system with a curriculum based per-child amount funding mechanism (announced).

Separate the operational funding for property related services from the per child based amount funding mechanism (Cabinet Paper in November).

What has been proposed

Continue the EIS transition to being a strategic asset manager by:

- Reconnecting of an asset management lifecycle
- Introduce minimum maintenance requirements (PMG)
- Move to an actuals / evidence based funding model (HLW).

10YPP: Making it easier for schools

Based on your feedback the Ministry is looking at the 10YPP process and the cost and effort for schools. We aim to reduce this burden and ensure you have good 10YPPs in a timely fashion. We are proposing to:

- Continue the approach where schools pick their preferred 10YPP
- Consultant (or can ask us to do it for them)
- The contract for delivery and performance will be between the 10YPP Consultant and the Ministry
- The Ministry is exploring the costs associated with the planning process
- Incentivise consultants who produce high quality work.
- We are developing a transition plan to move to this new approach for 2019/2040 education.govt.nz
- We are exploring the possibility of additional funding for 2018/19 as part of the transition.
- There is no change to 5YA funding.

What property can a board fund?

You can use board funding to:

- contribute to the cost of a 5YA project to increase the scale of the project (new sqm) add to the internal fit out (no new sqm)
- buy a building (that is fit for educational purpose) and move it onto a school site
- build a new building on the school site
- build a facility on the school site jointly with the community, or local council such as a sports complex, or swimming pool
- buy additional land, like a sports field
- build facilities, like playgrounds and bike tracks that will benefit the school and community.

School Housing

If a school house is sold funds go into the 10YPP. There is a serious MoE review underway as to what the funds of the sale of a school house could sensibly go towards e.g. upgrading another school house especially in terms of recent law changes around insulation.

APPENDIX C

NZEI – PLG – Kelvin Woodley

9/10 November 2017

CoL

- A plan to push for a full review of CoL. MoE more responsive to the profession. Govt intends a review

Wellbeing

- Support services difficult to engage in order to meet challenges around student wellbeing.
- Staff workload is an issue across the school network. Loads and issues may be different in different sectors and sizes of schools.
- Funding may be a key underlying issue.
- Schools picking up responsibility for social needs.
- Social Workers in Schools is a valuable resource that would benefit all schools.

Lynda Stuart

- Bleeding teachers and Principals throughout the country.
- Fresh hope with the change of government.
- Pay jolt needed for attraction and retention.
- Workload is a huge issue - will be a \$ cost.
- Can't progress without all knowing about their role in the challenge. Ground swell of people needed amongst Teachers and Principals.
- Parts of career framework need to be advanced.
- CoLs - opportunity to reshape. Collaboration or competition? CoL = collaboration. Tomorrow's Schools = competition. Leadership model and achievement challenges are not right. Flexibility needed. Huge opportunity to be involved in changes.
- NZEI view that learning support must not go into CoL.
- SENCO - push for additional support for the role.
- We can't think that we will get everything all at once. We need to be strategic about it. The need to develop a 30 year education plan/vision for the country with political endorsement.
- Must build public support for policy development.
- Can't underestimate the work being done by NZEI
- Need courage to address issues with CoLs.
- 30 year vision needs to encompass education/health/social welfare.
- Govt has indicated significant shifts in focus through new portfolio appointments around education/health/welfare.
- Campaigns will coordinate with secondary organisations.
- Call for a halt upon anything new going into CoL. Need for some untangling - including PPTA. Not PB4L, Special Ed, RTLB etc.
- MoU can be renegotiated. Many schools only joined because they didn't want to be left out. NZEI agreements are fixed term so not a great issue to let run their course. PPTA have permanent appointments so not so easy.
- No need to 'replace' Nat St - just remove them.
- Work load is acknowledged.
- Teacher shortage is of great concern to govt.

- Need to act collaboratively with government - not be combative. Be constructive and critical friends. Significantly different way of functioning.
- Re launch of the NZ Curriculum. Digital technology sits outside so should be stopped - corporate drive anyway.
- Great need for us to bring the sector to be highly engaged in the work that NZEI etc are doing. To act as a conduit back to the sector of information going both directions.

Learning Support - Byron - National MoE NZEI Exec representative

- MoE representatives meeting with NZEI.
- Cash freeze in 2008 by National Government.
- Awareness of needs being brought by 'P' etc.
- Timeliness and duration of support .
- Staff turn over - broken relationships.
- Administrative demands over shadow delivery of services like speech language therapy.
- Need to understand how the system actually works together enable access.
- Part time contracts - workers having private practice.
- Need to OIA information available for special ed in our regions.
- Don't bag the officials. seek information about resource availability and challenge that.

ERO

- Wide spread concerns about narrowness of reviews.
- Terms they can choose from are ver narrow and are the same for all schools.
- High emphasis upon data and a lack of actual classroom visits.
- Increased number of practicing Principals being called into secondments.
- Consensus seems to be that ERO should remain separate from Ministry of Education but be answerable to a separate minister on parliament.

Te Akatea

- Standards were collaboratively developed.
- NZ actually does better than pretty much the rest of the world - but we need to lead and keep doing better.

Principal Wellbeing

- Principals being taken to Police/MCOT without their knowledge based upon spurious claims. Minimal information/support and assistance available.
- Highly vulnerable role that we fulfil. Huge concern that a Police or MCOT report of concern can lead to actions and records against a teacher or principal can sit on a Police file for ever and influence future employment and registration renewals.
- Defamation cases virtually impossible to follow through because of costs.
- What should Principals do in these cases? Need advice from the legal team.
- Principals should all have legal insurance. Pay for it personally. Crombie Lockwood
- Many Principals simply don't know what the rules are around reports of concern about children or staff.
- 0800 number for complaints against schools/principals/staff
- Safeguarding Children Initiative a good option for developing/reviewing child protection policies.
- Talk to NZEI early for advice.

- Lawyers tend to increase escalation rates around incidents, therefore judge wisely when to include lawyers.

Pay equity review for Teacher Aides

- Opportunity for funding support via NZEI to fund relies for interviews.
- Need for principals to actively support teacher aides in their campaign.

NZSTA - Lorraine & Nick (CEO)

- Nat St - good that they are gone - need for Boards to become informed about what this all means. NZ Curriculum will become the standard measure based upon other assessment tools.
- 0800 support line very helpful.
- Where does STA stand around provision of supervision support for Principals.
- CoLs exist out of good intent but the implementation has been a dog. Implementation is inconsistent across the country. MoE seems to have had a predetermined set of objectives around the learning challenges and goal setting.
- Operations grant freeze - funds are stretched. Fundraising is now being carried out for necessities rather than nice to haves.
- Teach First - MoE move towards getting Boards to pay teacher trainees!!!!
- Funding - what are our trade-offs? Be careful about what we wish for.

Neil

- Pay equity across the work force in 4 years - govt ambition
- TA pay equity interviews - new money - 100 schools across the country. Talk up the role - not down as it will be new money.
- Principal's Wellbeing survey - 1000 entries this year - some AP/DP
- Need to know and understand the negotiation process - confidentiality etc.
- Must keep our communities involved during the campaign.
- 7 organising goals for campaign
 - Member lead

Jane Porter

- Different - the new campaign needs to be different to previous ones in order to have impact.
- Workload & Pay are the dominant calls from the sector
- Time & staffing
- Recommend: keep negotiations focused. Avoid large numbers of items to avoid opportunities for MoE obfuscation.
- Campaign on the ground needs to be the driver.
- Don't want workers out of their work sites.
- Short snap negotiations.
- Must be member driven
- **Key theory of winning** - capture & convert membership upset and frustration into organised collective actions. What does this look like?
- What do different group roles look like?
- More people doing more things.
- Mahi tahi - working as one.
- Develop a 'machine' for action
- Capture and convert ...

Lea Haines

Key Messaging

It's Time! Time to learn Time to teach Time to lead KUA TAE TE WA!

Framing

- Facts don't work for winning an argument unless they resonate with people.
- Values are important.
- Shared values - Children go to school to learn critical skills & abilities they'll need to grow up happy and productive in 21st century. *This sets the parameters for the argument*
- Set the parameters with a shared value then build from there.
- Value
- Problem
- Solution
- Hope

- Children go to school to learn critical skills & abilities they'll need for 21st century.
- Kids are missing out because of admin/staff shortage
- Children need teachers to be freed up to teach so children can get what they need
- With better funding we can make a difference.

- Avoid saying teachers are underpaid
- Say "teachers deserve a pay increase."
- Children need teachers and Principals with time to teach and lead.
- We need inspiring passionate teachers to be attracted to teaching.
- NZ will keep great teachers and attract others to teaching by paying them well.