

# Minutes subject association forum, 20-21 April 2017

## Attendance

ANZAAE	Lee Devenish
BEANZ	Sharyn Varcoe
DramaNZ	Emma Bishop
EONZ	Catherine Kappelle, Libby Paterson
ESSE	Jenny Pollock
HATA	Elizabeth Prentice
HETTANZ	Sarah Wirth, Elizabeth Ross
MENZA	Phil Pegler, Tim Carson
NZACDITT	Gerard McManus, John Creighton
NZACT	Fiona Crawford
NZAFT	Danielle Payne
NZALT	Annabelle Sinclair
NZAMT	Lauren Burr, Karen Gibbs, Sandra Cathcart
NZASE	Chris Duggan
NZATE	Jo Morris, Renee Hutchinson
NZGTTA	Chris Hubble
NZHEA	Rachael Dixon, Jenny Robertson
NZHTA	Graeme Ball
NZIP	David Housden
NZSCT	Nicola Potts
PENZ	Susie Stevens
Primary Maths Assn (Ak.)	Jo Patrick
Social Studies (Ak.)	Jacky Lee
RSTAANZ	Colin MacLeod, Philomena Clare
TENZ	Cia Winter
TESOLANZ	Maree Jeurissen

Also in attendance:

Karina Bird (NZEI), Karl Mutch (Team Solutions), Jack Boyle (PPTA President), Melanie Webber (PPTA Junior Vice-President), Graeme Bridge (PPTA Executive), Johnny Waititi (PPTA Te Huarahi), Judie Alison and Kirsty Farrant (PPTA staff)

## Apologies

CATE, CETA, Dance Assn, NAME, NZ Board of Geography teachers

## Minutes 2016 forum

These had been circulated previously, and were distributed to delegates.

Emma Bishop/Jenny Pollock That the minutes be approved. Carried

## What's on top for associations

*Nicola Potts, Specialist Classroom Teachers*

Not on board of her association, not sufficiently up to speed to make a report.

*Rachael Dixon and Jenny Robertson, NZHEA*

Rachael said they work closely with HETTANZ, and building relationships with the health sector, especially in relation to curriculum. They have had membership growth due to a variety of initiatives. They ran a PLD event in Auckland with 40 people but have concerns re teacher capacity because of the dilution of ITE.

*Sarah Wirth and Elizabeth Ross, HETTANZ*

They have been doing some groups with Technology. They have been working to build up the membership, developing a Google group, using Twitter, Facebook, website, and weekly newsletter. They are looking for ways of getting people together, some using technology. There is a big group coming together later in the holidays. They run fashion awards, competitions, looking at Home Economics, discussions about PLD. Are the right people going to be delivering the right PLD in the future?

*Fiona Crawford, Classics Association*

Really good membership, come back to nearly previous levels this last year. Have a great website and Facebook presence, lots of national collaboration. Been trying to get a PayPal system onto our website so people can join online, but had to prove that they were a non-profit organisation which was problematic. (They aren't an incorporated society or registered charity, which was the barrier.) One of their greatest hurdles is getting people involved because they have such a big online presence. People get together in four main centres, but elsewhere it is only informal cluster groups. Providing practice exams has helped to boost membership. They trialled digital assessment at Level 1 and this worked pretty well. They are talking about running PLD apart from their conference in the future.

*Graham Ball, History*

They have an annual journal, and had a successful conference last year. They provide mock exams, which are the most appreciated thing for members. They use Google Forms to do surveys, e.g. on exam issues. There's a bit of heat around a submission to NZQA on apparent rising of the bar to achieve Excellence, and the quality of what is required is really high these days. In advance of the 2018 review of NCEA, they have done their own review of the History matrix in consultation with their members. They worry that a small group of people gets taken away, they work within constraints set externally, there is a semblance of consultation but people don't feel listened to, so they are trying to pre-empt that with a consensus established already. They have ongoing difficulty filling Executive roles, with the same small group battling on. Their website is being rebuilt and this is a good forum for discussion. They are worrying about the government's focus on STEM subjects, reflected at university level as well. Regional History associations are of varying strength, but they have a solid membership.

*Chris Duggan, NZASE*

NZASE is the umbrella organisation for a range of Science subjects, and there are regional organisations across all these. They run a biennial conference, and between they run specialist conferences for the separate subjects. They have two websites, one for the

association and one for the online journal. Specialist subjects provide the subject-based support, run science fairs, PRT support, etc. Big concerns are supply especially in Chemistry and Physics, and Code of Practice which had to be rewritten because of health and safety changes and then workshops run across the country, but there is still a lot of misinformation around about that.

*Jenny Pollock, Earth and Space Science*

Jenny explained how this relatively new subject was developing. They are too small to have conferences so tag on to SciCon, but are hoping to run annual and biennial field trips. She is recently retired so she has some time and energy now to do these things, but finding people to do association roles is a continuing challenge. The Earth and space science are being used in generic senior Science courses. There is a continuing challenge to provide opportunities for the less able students to stay involved in Science. They are worrying about where small subjects fit into the new PLD landscape. It was difficult for someone like her to secure accreditation as a PLD provider but she continues to offer it in schools. They are looking forward to the 2018 review of NCEA.

*Sharyn Varcoe, BEANZ*

They've been busy, are still working on their website (the problem of being volunteers), and they are working on the secure part of the website. They ran workshops last year on DNA. They QAAMed a level 2 task with a support pack focusing on the curriculum last year in response to member requests and this is kept on the secure side of the website. They are working on a level 3 task this year. BioLive and ChemEd are meeting together later this year in Cambridge. They are working with the Wilkins Centre on a project about offering free DNA testing kits to schools. They have the usual problem of finding people for the Executive and regional reps.

*David Housden, NZIP*

Their conference this year has Nigel Latta coming, and they are flying in a Physics YouTuber from America who has 4.5 million viewers, but they are both pretty expensive. They are doing a lot of resource development work, though they are not seeking QAAM. They have given up on asking NZQA or the MOE to update anything, so they are doing it themselves. They now provide their own tasks and annotated student work samples. They are frustrated about BPWs – two were offered, one in Taranaki that got 15 (3 under the 18 required) but was cancelled. A Wellington one closed after three days of being advertised. NZIP has bypassed all that, and they fund the National Moderator to attend their seminars instead. (So far they haven't been charged for attendance, just his travel.) They even seem to have a minimum number for their online workshops which seems silly. An enormous number of BPWs seem to have been cancelled this year. The NZQA model seems to be equality rather than equity.

*Philomena Clare and Colin McLeod, Religious Studies*

The association is not even a year old, but doing fine. They had launch events to create awareness. Religious Studies is not only offered in integrated schools - the growth area is in non-integrated schools. They don't have Scholarship yet, but they are hoping to get it soon. They are working with the MOE to be included in the Vocational Pathways for the Social and

Community Services Pathway. They are working with NZQA to survey members about BPWs, who have asked for feedback from subject associations.

*Chris Hubble, NZGTTA*

The main issue is teacher recruitment and training, especially for hard materials where there is a crisis in supply. The data on ITE and retirement, the MOE bases their data on Gazette advertisements but this is flawed because teachers outside the speciality are taking these jobs or schools are just giving up on that curriculum, so it is not an accurate picture. Trade qualifications make it problematic to move into teaching. They know of geographical areas that are going to have substantial vacancies, and people are not being trained to fill these. PLD is a big issue. They were at a meeting with the MOE yesterday, trying to find out what will be available. Volunteer fatigue and succession planning are a problem, this work doesn't seem to appeal to many young teachers. On the other hand their membership has grown, and they had a successful Roadshow last year in conjunction with NZQA which was probably better than running a conference because it can be tailored to regional interests. The model was a Friday (run by NZQA) and Saturday (run by NZGTTA with NZQA help).

*Gerard McManus and John Creighton, NZACDITT*

Main focus is PLD for members, and this year they have a conference. They are developing regional hubs which will be launched at the conference. There are problems with ITE, and big supply problems. They are trying to have continuity on their committee as well as bringing in new people. They are heavily involved in development of the new Digital Technology curriculum for Years 1 to 13, and the rewriting of their achievement standards. Business Communication has had three unit standards, each worth 20 credits, registered! They use Mobilise and Hail as their website platform, which means people can curate articles across the country. They worry about making contact with student teachers while in ITE. They are looking at the University Entrance requirements. They experience problems with the MOE and NZQA not talking with each other. They have problems with conditions of assessment with the two agencies not speaking with one voice.

*Cia Winter, TENZ*

PLD is a major issue, and the MOE are opting out and expecting the associations to offer it. This comes down to cost, capacity, etc. There seems to be a lot of "false news" out of the MOE. The MOE said they could put together a proposal with outcomes and they might get funding. The primary teachers within TENZ are not getting the required PLD at all, and this is a deep concern. One size doesn't fit all, and regions have different requirements. They have a conference in September. They are looking at an online forum and how best to offer it.

*Jo Morris and Renee Hutchinson, NZATE*

They have run an eight-module PLD programme for Heads of Department in Auckland which was very successful, so they are going to take this out across the regions. The government has abrogated its responsibility to subject teachers, with the loss of subject-specific National Facilitators. Some are getting funds, what were the hooks in those?

*Jacky Lee, Auckland Social Studies Assn*

Their focus is largely on Years 7-10, the national association folded last year. They provide PLD for their members twice a year. Teachers are often outside of their curriculum area and need extra support. It is difficult to get committee and memberships.

*Jo Patrick, Auckland Primary Maths Association*

Just had 25<sup>th</sup> year of operation, try to get teachers sharing their practice, get good numbers to Auckland workshops.

*Maree Jeurissen, TESOLANZ*

They just met with MOE people about the exponential growth of English language learners in NZ. They are going increasingly to smaller centres, and there is no extra funding being made available. The National Facilitators lost their jobs last year, and the contracts they are being offered at ludicrously small rates. One of the flaws in the new model is that when schools ask for PLD, they don't necessarily know what they don't know.

*Lauren Burr, Sandra Cathcart, Karen Gibbs, NZAMT:*

They have a huge membership, and work together to produce resources. They have extension work: Maths Week etc. They are excited about the quality of people applying for the new STEM ITE scholarships. The PLD losses are scary. The gap in communication with the loss of the National Facilitators is devastating. The process for schools and CoLs to apply for PLD involves awful paperwork. Teacher supply problems are quite hidden, because the teachers being put in front of classes often aren't specialists and the classes can be huge. A recent survey of their members showed 80% of the respondents were 40 and over, and 50% were 50 and over. Another major concern is the workload of middle leaders, and filling those roles is hard – the role is getting bigger and bigger and the collective agreement needs to address this.

*Libby Paterson and Catherine Kappelle, EONZ*

They share the same concerns as other associations. So much seems to be falling inside schools: mental health, physical wellbeing, etc. They value their relationship with other associations. They deliver a lot of workshops around the EOTC Guidelines, and there are increasing positive conversations about getting young people outside the school.

*Lee Devenish, ANZAAE*

They have a conference coming up, have built their website but couldn't get the MOE to establish links to that. They are developing a folio sharing process so teachers can see a range of students' art boards. Increased visibility is always helped by running a conference. Numbers of people to do the work are tiny though, and they can't add members to their Exec between conferences which needs fixing. He has been analysing student results by decile. Fewer teachers are being trained in Visual Arts and supply is a problem. They are expected to write procedures for health and safety but everyone will be reinventing the wheel.

*Emma Bishop, DramaNZ*

Working with primary is a big concern for their association; she was called in to work with primary ITE students at Auckland University, for 90 minutes – and that was it for their three-

year course. They are focusing on New Zealand-based research, by making links with tertiary including teachers doing PhDs in the area. In primary Drama is a pedagogy, and we need research into this. Providing for rural schools, especially sole charge, is really hard because of time, travel costs, etc. Members want the association to write practice exams but they don't want to because of the rather unpredictable nature of the externals and possible ramifications for the association. Recruitment of Drama teachers is an issue. Membership is growing, and they have formed links with the other Arts subject associations. They are building links with tertiary.

*Elizabeth Prentice, HATA*

They have problems with out-of-field teachers, and are offering PLD for teachers in isolated areas. They have a great website because of the efforts of their secretary. Networking is a big issue, e.g. with Young Farmers, Dairy NZ, Beef & Lamb.

*Tim Carson and Phil Pegler, MENZA*

They run conferences, run competitions, etc, and represent right across the sectors. Huge volunteer hours are provided. They have a lot of passive members, and the challenge is to move them into paying subs. They have worked with Education Council to develop a pathway for ITMs to get their certification. Workload issues, especially in middle leadership, are a big issue. They ran a National Moderation workshop themselves and had to turn people away.

*Annabelle Sinclair, NZALT*

They run conferences every two years and regional seminars in the non-conference year. There is a lack of co-ordination between the agencies over all the languages being spoken in NZ and how to provide for them. They have problems with outdated achievement standards. They want to broaden their connections with more language groups, e.g. Te Reo Maori, NZSL, and strengthen vertical connections between primary and secondary.

*Danielle Payne, NZAFT*

They have a very successful website but need more resources contributed by members. They run competitions, but need to increase participation. They have good support from Alliance Francaise, French Embassy, and their National Adviser. Recruitment for the Executive is a problem.

*Susie Stevens, PENZ*

All the same issues as everyone else. They were subjected to an awful case of fraud so they are struggling financially at the moment, but will survive. They have good collaboration with other associations. They have lots of social media activity.

## The PLD Mess – Judie Alison, PPTA

Judie took participants through a presentation that gave some background to the current PLD landscape, described its two major elements, and then discussed in some detail the Networks of Expertise idea as a preparation for Geoff Childs' session in the afternoon.

Judie said that the Martin Jenkins review of School Support Services done between 2007 and 2010 had been used as a pretext for the first overhaul of PLD, but if you read the report at [http://thehub.superu.govt.nz/sites/default/files/41025\\_Schooling-31012011\\_0.pdf](http://thehub.superu.govt.nz/sites/default/files/41025_Schooling-31012011_0.pdf) you can see that it does not provide a justification for what happened, but merely signalled some tweaking of the School Support Services model was needed. The real pretext for that overhaul which took effect in 2012 and the second one which took effect in 2017 was a government agenda of competition and privatisation, or at least creating “a level playing field for private and public providers of services”. The earlier overhaul of PLD was criticised as creating “patchy provision”, so they had another try. The PLD Review Committee's report was, unfortunately, pretty general, partly because they struggled to get agreement on detail. This left the field wide open for the Ministry to pursue government's own agenda in the implementation process.

One part of the PLD landscape is the money for government priority areas which can be applied for by schools and CoLs. The other part is the so-called “NEX” or Hub to support Networks of Expertise. At one stage in 2016 it looked as if the MoE would ask TRCC to run this Hub, and they put in a detailed proposal about what it would involve. This seemed to scare the horses, and the MoE realised that what was needed was pretty big and they would have to go through a procurement process to let a contract to run the Hub.

They also decided that before doing that, there would need to be yet another “needs analysis”, scoping what the state of associations and networks was and what their needs were. (There have already been two of these: one by Waikato University for the MoE in 2006, and one by PPTA in 2014. In PPTA's view these should be enough evidence, but for whatever reason, the MoE couldn't use them as the whole basis for a contract.) That was the reason why TRCC was given a small contract to do a Needs Analysis, which is why Geoff Childs, who was commissioned to do the work, was surveying associations and would be running the session that afternoon.

In the meantime, the MoE seems to have a problem with a budget allocation that they can't spend, and they have been trying to “pick winners” by approaching individual associations and asking them to ask for money. NZALT was one of these, and Annabelle Sinclair talked briefly about their experience. At this stage no contract has been signed between the MoE and NZALT, partly because the MoE put all sorts of difficulties in the way.



## Funding your future – Emma Bishop, DramaNZ

Emma said that a really big issue for associations is funding their operations. DramaNZ has been looking into this recently. They have pretty much given up on getting money from the MoE, and the alternative appears to be volunteers doing huge amounts of work. For the last couple of years they have had a dwindling membership. When ArtsOnLine became available, people were getting “information” there (sometimes inaccurate), so they didn’t see any need to belong to the association. At the moment they are sitting on 100 members at \$150 each. \$9,000 income from subscriptions doesn’t buy much.

So what are they doing?

- Applying to pub charities. Don’t use the guise of curriculum because they think the MoE should do that. Talk about participation, inclusion, sustainability, providing new opportunities. Don’t try to get money to pay people, but it is okay to show reimbursement in some form as part of the total cost of a project.
- Get someone else to apply for funding, e.g. a theatre company apply to support DramaNZ to produce resources to support a production coming up.
- NZCT (NZ Community Trust) – most of their money goes to sport, but they do fund cultural activities for items such as equipment.
- User pays e.g. weekend Scholarship workshops funded by students (\$45 for a morning) and teachers (\$20 for the day for members, \$90 for non-members which includes their annual subscription). That brought in enough to fund travel for the facilitator. At the end of those sessions, they ran a branch meeting to encourage membership.
- Sponsorship – made a list of industry partners, e.g. theatre companies, service and goods providers (theatre technologies, publishers, etc) and offer them, in return for becoming an associate member, free advertising in website, newsletters and journals, discounted displays at conferences, etc.
- Conferences – these are profitable. Earlybird registration is \$280, later \$350, and if you’re a non-member add \$60 to include membership. (These are three day conferences.)
- Recruitment - used a tertiary student to recruit members by ringing schools, and they paid her with vouchers.
- Associate memberships of other associations can help build networks and secure reciprocal benefits.

DramaNZ are now saying they want to pay their presenters, but this may be just petrol vouchers (which can be receipted for accounting purposes). Overseas, associations are offering different levels of sponsorship. Some associations have secured big sponsor companies but this raises questions about independence.

She asked participants to talk about what their sources of funding were.

- MENZA employed a part-time administrator, part of whose job is to secure sponsorship. Lions, NZCT, and pub charities, trade tables (staffed and unstaffed) at conferences have all been good sources of revenue. The staffed table cost includes catering for the staff over the conference.
- There was a question about resource writing payment, and ideas included paying “expenses”, or hiring them as independent contractors, or paying honorariums.



- TESOLANZ hires speakers for conferences and AGMs. Only two have ever asked for honoraria, the rest have just wanted expenses and provided a gift.
- DramaNZ decided that within their own membership they have expertise and should use that. Last year they had two guest speakers who didn't charge, and a tertiary institution provided quite a lot but asked for a keynote payment. They paid an actor (Miranda Harcourt) but she gave a keynote and a panel for a modest price. Business class flights required by overseas speakers are pretty steep. A big name speaker can generate registrations.
- NZIP charge \$600 for their conference.
- The American Embassy was a source of funding for the History teachers for their conference. Their association also have a paid secretary. She rang every secondary school in NZ that wasn't a member of the association to try to recruit members and this was worthwhile.
- Catherine Kappelle said that some sponsorships don't sit well with EONZ, e.g. the gaming trusts, or the outdoors trusts who don't work closely with teachers but instead impose a programme.
- NZAMT said universities can be good supporters because they have marketing budgets, e.g. Victoria sponsor a Maths competition, and universities have also offered t-shirts etc.

## **Needs Analysis for Networks of Expertise – Geoff Childs**

*Question: How would you define a hub?*

- Gerard asked why they were called subject associations and not networks of expertise? Karl Mutch said that he thought that networks of expertise was a broader term and encompassed groups like professional associations, informal groups, etc.
- One group said that it needed to be a team of experts who could be a conduit for help, e.g. for a teacher looking for PLD or an association wanting to know how to get funding.
- A one-stop shop for advice for both those who need PLD (teachers) and the providers (e.g. associations, networks, etc). Offers a neutral perspective in providing advice. Geoff said that the concept of it being independent of the MOE was coming through strongly.
- Lee said that teachers would need to be delivering best practice advice by being given release time to free them up.
- Geoff said this was not necessarily inclusive or exclusive of CoLs.
- Karl asked whether Geoff saw the Hub as a service for associations or a service for teachers? Or both?
- Someone who could provide the kinds of expertise that associations all need like setting up PayPal, establishing and running websites, employing people to do tasks for associations, etc.
- What needs would a Hub respond to? Geoff said that the MoE has identified a gap in support for curriculum. They won't go back to the old Support Services model but they want something that is agile to provide that support.
- There seem to be multiple needs so it mustn't be a one-size fits all service.

- Lee said there is a danger in subject associations being seen as the experts on their subjects. The people running them might not be completely up with the play, and there could be other experts.
- Facilitation skills are a vital part of successful PLD, and don't necessarily reside with subject association activists.
- Geoff said that for him, the essence of a Hub was a facility that enables teachers' associations to be more effective in fulfilling their own mission statements, as they define them.
- Jo said NZATE would like to be able to access "the grunt work", e.g. someone to source conference bags, organise a conference dinner, etc. But they want to remain in the driving seat for their own association.
- Maree said there was an important place for theory, access to academic research, so that should be an important part of what a hub offers, bringing together practitioners with research.
- Karl asked whether we were talking about practical issues like conference bags or change leadership through PLD. There is a different set of skills required for PLD provision than for teaching, and this needs to be developed.
- Chris said he wanted to see a Hub develop leaders in curriculum areas.
- Graeme said he had grave concerns about linking the Hub in any way to CoLs.

### **Group tasks:**

*Table 1 and 2: Support – what should this offer associations, what could it offer, and what shouldn't it go near?*

#### **Should**

- Provide practical support with appropriate and relevant expertise on e.g. constitutional matters, setting up an incorporated society or charity, financial, running good meetings, creating digital and dynamic resources, administration, setting up webinars
- Make direct funding available to networks, distribute it fairly and equitably and transparently
- Enable teachers to contact real and relevant people (with currency)
- Assist associations to provide PLD support to teachers
- Enable teachers to have time to work for associations
- Be flexible – some associations will need more than others
- Help associations grow their evaluative capacity
- Assist associations make links with industry
- Provide skilled facilitators who have subject-specific expertise and facilitation skills

#### **Could**

- Help associations develop dynamic relationships with primary, secondary and tertiary institutions
- Help associations develop leadership and succession planning
- Where appropriate coordinate across subject associations
- Provide administrative support to associations

- Provide direct funding to associations to cover release time to allow for quality PLD to happen.

Shouldn't

- Require rigid measurement for accountability in return for support
- Disempower/divide/fragment associations
- Overwhelm teachers working in subject associations
- Get stuck in the now
- Be driven by MOE
- Mask the issues confronting the sector

*Table 3 and 4: The Hub – our hopes and fears*

*Priority hopes:*

- Face to face – human (might be phone, etc.).
- Actually useful – subject specific.
- Strengthens and centralises some aspects (e.g. admin stuff, organisational) subject associations.
- Real experts who are there to support teachers.
- Teachers can access support when they need it – needs driven, NOT MOE goals driven (e.g. national priorities).
- Experts who keep updated with current research.
- Transition of funding to Associations rather than PLD providers – give attention to the source (teacher associations).
- Facilitate new connections – positive collaborative engagement – industry, other orgs.
- Teacher voices heard more clearly from the coalface.

*Priority fears:*

- Will be yet another stopgap – not sustainable. On-going funding for the hub may be lost.
- Won't meet the needs of teachers or subject associations.
- National priorities only will get support.
- Academia and practice will lose contact with each other.
- Owned by Ministry; controlled by Ministry.
- Traffic through own association reduces.
- Minister's changing, new priorities.

*All groups: What could people in these professional roles do?*

- Produce national newsletters/communication.
- Provide training/mentoring/adult learning modelling – put into practice with teachers.
- Share information about effective pedagogies.
- Be a facilitator – facilitating connections between those wanting help and the right person to do so. So sourcing/resourcing connections, help, advice and facilitator in the true sense – facilitating meetings/connections/help.

- Act as an intermediary between school and help.
- Someone readily available – getting back to you asap, be ‘go-to’ person.
- Be facilitators of PLD, inquiry clusters, etc.
- Could work with Associations to build capability.
- Do the work, e.g. of brainstorming/planning meetings.
- Consciously build networks/visit schools, etc.
- Liaise with other organisations relevant to subject areas.
- Liaise with relevant MOE/NZQA and understand assessment issues and communicate with subject associations and advise them.
- Could deliver PLD based on needs identified by subject associations.
- Offer one on one support/advice to teachers who are struggling, isolated teachers.
- Provide skill-based services not just curriculum-based, e.g. training around appraisal/coaching/mentoring staff for middle leaders.
- Supporting teachers with innovative creativity and encouraging them in their pursuit of ongoing PD with a view to helping others.
- Resource innovation, creating of teaching and learning guides, travelling expertise.
- Re-support/rebuild/support learning support advisors.
- Support middle management of curriculum management – rubrics; resource (technical).
- Be up to date in peda- and andro- gogy and current research.
- Be given time to support teachers based on needs – individuals, groups, schools.
- Could be subject specialists and/or leadership specialists.

Following these group tasks, Geoff then talked about what he had discovered from talking with other networks and groups he had talked about.

*Primary and ECE middle leaders and teachers wanted:*

- Flexibility
- Expert moderated resources
- Connections with innovators
- Career pathway for highly skilled pathways
- Financial support to backfill when teachers are seconded but there are supply issues for some experts such as Maths teachers
- Needs to be sustainable, long-term, survive changes of governments
- Not a cheap option, want quality

*What was not wanted:*

- For the Hub to be driven by MOE priorities
- Be the same as is already there

*Secondary, principals especially but also middle leaders wanted:*

- Subject-specific curriculum support for teachers
- Greater access to TRCC to support PLD, including in regions like West Coast
- A brokering service for advice, e.g. expertise and support for things like a whole school curriculum review

*Maori Medium views:*

- High level of scepticism about anything to do with the MOE – in the past they've had little support, and what they've had has seemed like takeover
- How will it be different from current PLD?
- Do we have to be answerable to the MOE for anything we get?
- They want sustainability, Maori-specific support, ability to work with other wananga
- ECE teachers want expertise to support
- Belief that nothing is there for them any more

Geoff said his hope is that he can put together a report that is brief enough that the MOE will read it and adopt its ideas. His fear is that he will write a good report, and the MOE will read it but put it on the shelf then things will shut down for the election and they'll forget about it.

Chris asked how the proposals would be communicated to associations? Judie said that she would keep associations informed. Lee asked if the Needs Analysis would be able to be shared with them, and we said we hoped so.

## Day 1 Windup

Johnny said there is still a shortage of Maori Medium resources, and he was wondering how this gap was going to be filled. There are also languages whose needs aren't met, e.g. Hindi. His school in Auckland has about 30 languages spoken and while students need to learn what the NZC requires, there is also a need for teachers to be helped to form relationships with these students. There was a question about whether there was a Maori Language subject association? Johnny said that there were clusters around NZ, but not a national association.

Chris said that the House of Science produced resources for primary science, and she felt these must be bi-lingual, but she faced a number of barriers about this, including a lack of agreement about translations. They have had to use a grant to get their material translated.

Lee commented that the knowledge in the room around running associations is huge. He wondered how this could be shared? Judie said that she would be very willing to field inquiries like that and send them on to the other associations.

Lee also asked how you could email all schools, and was told that there was a list on Education Counts that could be used. Judie warned that the subject line needed to be very specific as to who the message should be forwarded to, e.g. "Please forward to the HOD Art". Catherine said that communications into schools are a nightmare. You have to find ways to get around that. Someone suggested that if every curriculum leader had an email address such as "HOF Science" it would pass on when people moved.

The day wound up at 5.20pm.

## Looking towards the 2018 review of NCEA – Judie Alison (PPTA)

Judie explained that the NCEA Certificates, as qualifications registered on the NZ Qualifications Framework, all had a revision date of December 2018 on them. This meant that before then, they had to be subjected to the process of qualifications review as set out by NZQA at <http://www.nzqa.govt.nz/assets/Studying-in-NZ/New-Zealand-Qualification-Framework/guidelines-review-qualifications.pdf>

In the case of the NCEA, the agency responsible to lead this review is the Ministry of Education as the developer of the qualification. They need to submit a plan for the review process to NZQA, who will monitor progress.

PPTA has been trying to get the MoE to talk about its plans for this review, but having no success so far. In fact, PPTA is worried that the MoE may be doing thinking about the review but not sharing it at this stage, and possibly moving too far along the way before consulting. She had invited the MoE to provide a speaker on the topic, but they had said they “weren’t ready to talk about it yet”, which seemed a pity when this was such an important opportunity to engage with associations. As a result, she had told the MoE she would present on the subject instead.

The review could potentially be very broad and take in lot of issues about the qualifications such as the fact they are multi-field, the number of credits, the three certificate levels, the grade levels, etc. It could also be very narrow if the MoE wanted to make it that way.

Judie asked groups to consider the following questions:

1. Do we need an outcomes statement? What would it be?
2. Is there anything that needs changing about the design, e.g.
  - a) Multi-field qualifications on NZQF
  - b) Three levels
  - c) Number of credits at each level
  - d) Grade levels (i.e. Achieved, Merit, Excellence)
  - e) Literacy and numeracy requirements
  - f) Credit inclusion and exclusion
  - g) Mix of internal and external achievement standards,
  - h) Rules about number of standards in an exam,
  - i) Course endorsement requirements,
  - j) Anything else?

### ***Summary of workshop responses***

#### **1. Do we need an outcomes statement?**

- Yes, employers and Future Learning need to see the importance and ideas that are developed from the learning. It would help remove the myths/misinformation.
- Reiterate that NCEA is standards based. Students meet the standard – it’s a tool but has become the Focus (tail is wagging th dog). The whole process has become about assessment rathe than learning.

- Industry work is requiring our young people to be self-sufficient and creative thinkers. We need to be inclusive of innovative and sustainable outcomes for 21st century and beyond successors.
- Outcome needs to be based on NZQF descriptors. Needs simplification.
- Since AS supposedly assess learning in the NZC – does an outcomes statement need to reflect this? **Why** are students at school in years 11-13. See NZC pp.41-42 Pathways through, beyond the curriculum.
- It would need to be generic and relate to key skills / phrases in the L3 stds/CL8(?) , eof(?) analyse, explore other opinions, etc
- Don't see a reason not to have one.

## 2. Design changes needed?

- Multi-field:** Retain this, but very complex issues – need to consider quality assurance, moderation processes, inclusions/exclusions
- Three levels:** Some would like to see only two years of assessment (Years 12 and 13), with most students beginning at NCEA Level 2.
- Number of credits at each level:** Some groups suggested abolishing the “borrowing” of 20 credits from the previous year. Schools need to reduce the number of credits students are doing. Is the nominal 10 hours per credit working properly? One group suggested reducing the number of credits at Level 1 to 60, with no borrowing, so 60 per level.
- Grade levels (Achieved, Merit, Excellence):** Big range of responses here, generally happy with number of levels.
- Literacy and numeracy requirements:** One group thought a major overhaul was needed. Level 1 ‘literacy’ is actually *curriculum competency*. Very confusing to use the same word as UE ‘literacy’ or what primary teachers understand as literacy. Need to review the standards that give credit for literacy and numeracy from across the curriculum.
- Credit inclusion and exclusion:** Viewed as another complication – useful or not?
- Mix of internal and external:** Generally people valued the mix, whether there should be as much internal was discussed by one group because of the workload of internal assessment.
- Rules about number of standards in an exam:** One group commented that the intention of having only three was so that students had time to think and develop their answers, but some standards seem to have increased the demand unhelpfully.
- Course endorsement requirements:** General acceptance of this, but worries about assessment choices of students being forced by the endorsement requirements.

### Other issues:

- Communication needs to improve between MOE & NZQA – e.g. it's crazy for NZQA to be implementing digital assessment transformation when standards in some subjects aren't fit for purpose and need to be reviewed. And between MOE and schools – around dates/timelines/process of review of NCEA in general, plus specific stds.
- General view that NCEA needs tweaks, not major structural overhaul. Any systems level decisions will bump into a continuum of diverse understandings so is the middle ground the “compromise” position – who decides this?

- Any major changes will need to be supported by comprehensive PLD.
- Focus on quality of achievement rather than quantity, and stop over-assessment
- Need consistency between unit standards and achievement standards – credit parity etc.
- Review of the overall qualification should happen, but there must also be the ability to look at subject matrices, standards, and support materials, as in RAMP.
- Review needs to change universities' ability to control learning in schools
- Achievement standards need to be revised to increase scope for collaboration on tasks. If standards are reviewed, look at Learning Area consistency with Standards intention, wording, Learning Area coverage, reflective of essence statement where multiple subjects derive from the same LA.
- Need for really effective career/course counselling



2018 review of  
NCEA.pptx

## **National EOTC Coordinator Database Network – implications for engagement and currency – Catherine Kappelle, EONZ**

The database, which went live at the end of 2016, was set up to assist those involved in EOTC in schools. This is a big role that is not always well understood. People can be put into the job and don't have all the skills needed. Schools have always had the duty of care but there has been a lot of panic since the Health and Safety Act changed. The database gives the coordinator access to support. The Health and Safety Act specifies that PCBUS (i.e. schools) "have to stay current" and the database can help with that. It is very simple to register. Principals have been informed, but many teachers involved may not know about it yet.

Catherine asked what happened if there was more than one person coordinating EOTC in a school. She said the school needed to decide on the one person who received the information and take responsibility for sharing it with all the relevant people. Also, all the information is on the website, it's just that registering for the database means that you receive all updates directly into your Inbox.

Catherine gave an example of why this is so important. In February this year a coroner's report was issued, relating to Australian students visiting NZ where there was a fatality, which the coroner ruled was related to driver fatigue. The ruling said there should have to be an awake and alert observer in the vehicle to watch for driver fatigue. The Ministry has implemented that by adding something to the relevant guidelines, but if you just look at a hard copy of those guidelines it will be out of date. Therefore the alert, and looking at the amended online version, are necessary to know the current requirements – currency is an absolute requirement. Whenever there is a change, an alert is sent to everybody registered.

EONZ did a round of PLD after the new Health and Safety Act came in last year. They knew there was a big fear factor. Surprisingly, almost everyone at the workshops they ran was very firm in their belief in the value of EOTC, and wanted to know how to continue to make it happen.



EONZ has moved away from closing off its website to members only. They value having members, but they have to find other ways to get people to join, including asking them what they can contribute to the organisation. But if you are available to all schools, you make yourself more attractive to funding organisations. The URL [www.eotc.org.nz](http://www.eotc.org.nz) takes you to all of this. Other useful links are:

<http://www.eonz.org.nz/EOTC+Coordinator+Registration+-+new.html>

<http://eotc.tki.org.nz/EOTC-home>

<http://www.education.govt.nz/ministry-of-education/specific-initiatives/health-and-safety/h-and-s-for-boards-of-trustees-and-school-leaders/>

## **Progress on secondary teacher workload – Judie Alison, PPTA**

Judie talked about the Workload Working Group that operated between July and December 2016, with representatives from MoE, PPTA, STA, NZQA, Education Council, ERO, and principals' groups. The report has now been read by Nikki Kaye, and is being prepared for publication on the MoE's website, at which point it will go up on PPTA's as well.

Seven areas of focus identified early on:

- National Certificate of Educational Achievement (NCEA)
- performance management, appraisal & certification
- new initiatives
- school management
- compliance & administration
- people & resourcing
- workload issues of Maori and Pasifika teachers

NCEA was the biggest area, and the recommendations were grouped around:

- System drivers
- Resources and information
- Addressing over-engineering

There are also separate PPTA recommendations that fit all three areas, where agreement with the other parties could not be reached.

An implementation plan has been developed, and PPTA and NZQA are working closely on the recommendations in their control. NZQA says they are “running a workload ruler over everything they do” as a result of the Working Group.

Performance appraisal was the other big area of focus, and the Education Council and PPTA are working on how to communicate more clearly what is needed to be done and what is **not** needed. A lot of the pressure comes where schools have taken the advice of consultants rather than attend the Teachers/Education Council workshops on appraisal or study the extensive advice on their website.

The Powerpoint and the recommendations are inserted here.



Workload Working  
Group - progress rep



Workload Working  
Group recommendatio

## Digital assessment of NCEA: Where is it at and where is it going? – Andrea Gray

Andrea was accompanied by Kristine Kilkelly, DCE Assessment at NZQA.

Andrea thanked subject associations for the work they do, including acting as really useful channels of ideas and information for NZQA. She said she was looking for feedback on what success in digital assessment might look like and ideas on how to move forward. Digital assessment is about assessment of students in a manner similar to how they are learning. There are students coming through the system now from primary schools whose experience with digital learning is much greater than current students'.

She talked about the findings from the evaluation of the Level 1 trials and pilots in 2016. They were grateful to the French association for their help in communicating to French teachers as to why the exam had to be withdrawn so late in the piece. NZQA is trying to learn in a low stakes way about what works in digital assessment.

The trials for 2016 were a good spread of subjects and experimented with some innovative approaches. The pilots, on the other hand, were just digitised versions of the written exam. The evaluation approach included internal processes, but mostly externally at the experiences of teachers, students and exam supervisors, and at the psychometrics of student achievement in both modes.

They felt that communications to schools were not as good as they could have been, and they are working hard in that area this year. But the biggest learning was connecting the work they had done in schools and what happened in the exam itself. The anti-breach software was more sensitive/over-zealous than they had expected in some devices being used, affecting about half the candidates. This locked some students out, and the software exam supervisors had to unlock them didn't work, and the unlocking had to be done manually by their phone bank. (No students were cheating.) The next two pilots were fine, because the software had been fixed.

They would have liked to get higher response rates to their surveys of users, and are trying to find a different way to achieve that.

The surveys showed:

- In the trials, 64% of responding students agreed or strongly agreed it was a positive experience. The 36% who didn't talked about logistics e.g. typing noise, the absence of anti-breach software, unfamiliarity of the software
- In the pilots, around 90% of students across the three subjects were positive. Negative comments included eyestrain, set-up time for log-in process, useability issues (font size etc), worries about doing something wrong e.g. deleting the entire exam, absence of spellcheck.
- Markers were reasonably positive.

The psychometric analysis showed:

- In English, there was no disadvantage in doing digital exams.
- The relationship between the internal and external marks for students was the same across the digital and non-digital groups.

One school had BYOD arrangements and in one case the student's own laptop failed and she had to move to paper. Another student had malware on her device and this kept making the anti-breach software kick in. There were also issues about other programmes operating in the background interfering with the exam. They may need to consider software that locks down the browser, but this could cause problems too. Any new software of that kind would have to be shared with schools earlier. Familiarity is important.

Students got their exams back, by looking at them online, with the marking.

This year, there are three approaches:

- Maintain momentum and develop further engagement, e.g. taking Level 1 subjects to Level 2 and adding more subjects.
- Develop some targeted innovative approaches, e.g. the Art History trial will have some form of access to resources outside the exam itself.
- Give something back to schools that are involved, e.g. co-managed trials in English and Maori Medium where NZQA works closely with the schools, Maori & Pasifika and STEM by piggybacking on working they are doing in trials, new facilities for students with special assessment conditions e.g. text to speech that reads the answer back.

They are discouraging schools that didn't do a Level 1 pilot in a subject from doing a Level 2 pilot because it is more high stakes. French will be a trial.

The progression is from substitution to augmentation to modification to redefinition – this is not all happening at once but is being tried out in different ways. The aim is now to have exams online by 2020 “where appropriate”. (This is an important change in the message.) There will need to be a blueprint or vision developed to make the pathway clearer. They also want to surface for the sector their process for making decisions, so that the sector can help correct the thinking.

Digital moderation is in process of being rolled out. They have over 100 schools using it for external moderation, but it is fair to say it is taking longer than expected. The functionality isn't especially complex, but they are keen to hear feedback from schools that might relate to training, components, bugs, etc. They want to be sure that their delays don't adversely affect the school's timetable.

The internal moderation piece is not ready yet.

Discussion:

- Can I just share a Google Doc with the moderator? A: you just submit the URL. But Gerard warned that teachers should take a copy of the work so that a student can't revoke the permissions by tidying up their work.
- The Art History trial – how do you maintain the integrity if it's basically an open book test? A: The NAF will work through boundaries for this with teachers.

- Cia said that they used to set up a new Cloud context that students had access to for the exam. That would work.
- Can schools be given access to last year's trial assessments to use? A: Yes, in the next few months.
- Equity issues – in a Decile 3 school with a BYOD policy where about 80% of students bring devices. Worried about disadvantage. Katrina Casey (MOE) has ruled that BYOD can't be compulsory, and this is problematic because it limits ability to get WINZ funding for devices. A: It will be a long transition because assessment needs to follow the way students are learning. BYOD might not be the only way students get devices. We don't want to move so fast that already disadvantaged students are further disadvantaged. Is there a parallel project for those subjects which use portfolio assessment for externals? A: Yes there is. In 2016 it was about submitting digitally, and this is now business as usual. In the future they might use the digital moderation tool for submitting.
- Speed of typing can be an issue. A: Yes, some students like and some dislike this.
- Visual diaries are a common form of submission but they are huge. Gerard said students can do the scanning themselves
- What about the moderators who are expected to mark onscreen? There are problems there in Maths with the size of the window and having to scroll constantly through a scanned document. Gerard said the digital technology moderators love it because it can improve their work flows – they can easily pass work on to other moderators to get feedback.
- What about a future algebra assessment, like the e-MCAT? A: This hasn't gone off the table but we haven't found software yet.
- What sized marking loads are markers facing when they're marking digitally? Eyestrain etc. A: Not sure, will investigate.
- Anti-plagiarism software bought nationally? A: Onto it! They are in process of agreeing with the MOE that they will run a procurement process to identify a range of anti-plagiarism tools that schools can purchase. NZQA will try to size that market to see how many schools are likely to purchase, so that a bulk purchase can be done. There were comments about the need for funding this.
- Scanning huge files – this creates problems with sending them, file management, etc. There needs to be PLD about this. A: The digital moderation tool will accept 100Mb, after that it should be a cloud mechanism.



Andrea-Gray-NZQA-  
presentation-on-digit:

## **Teaching content and language simultaneously: What do I do with these ESOL kids? – Maree Jeurissen, TESOLANZ**

People who are bilingual, trilingual, etc are blessed. The ESOL coordinator asked her students at Pukekohe High School what helped them to learn:

- Slow down your speech a little – but not patronisingly.

- Help us to get higher marks.
- Use something as well as the words when you are teaching vocabulary, e.g. pictures, diagrams, etc.
- When you teach a new word, put the article in front of it because some languages don't include articles.
- Recognise that a student may be in a silent period, but don't assume they have no English, or no language at all. It can take a while to become brave about expressing themselves.
- Be aware of colloquialisms – explain them if you use them.

38,794 students in 1,391 schools were funded at the end of 2016, from 166 different ethnic groups and 133 languages. This is growing steadily and across the regions, not just in Auckland, e.g. Nelson Girls has more than 100 funded students. This is a huge group that is very diverse. They cannot be put into a box: they might be able to read and write English but not speak well, or vice versa, they may have never attended school in their home country, etc.

English Language learners can have been born in New Zealand, but still be ELL because the language at home is not English. They won't always be strong in their first language, e.g. a Tongan student born in New Zealand might have a good receptive Tongan but not speak or write it well.

It is important for teachers to find out the language repertoires of their students – it is part of knowing who they are.

Remember that the students are English Language Learners, not ESOL – ESOL is the subject, not the students.

Use students' first language as a starting point, e.g. get them to write what you want in that language, then tell you it in English. You could write it down first for them, then they could write it down.

Interpreting and translating can be a huge challenge, people are so overworked.

## **Poroporoaki**

There were a number of thanks to PPTA for continuing to run the Forum after the Royal Society contract to host a coordinator was cancelled. Judie signalled that this might be a role for the Hub if it gets off the ground later this year or next year, but otherwise PPTA would continue to run the Forum. She also informed the Forum that this would be her last, as she is retiring at the end of this year or very early in 2018.

Catherine talked about the need for the associations to operate collectively and independently, and she wondered whether the hub can fill the roles needed for it. Jack commented that he understood what Catherine was referring to, but the heroic model of subject associations had its limits and could lead to duplication. Why aren't the agencies doing some of the things that associations end up doing to fill gaps? There need to be

opportunities for the sort of collaboration that will make it easier to do the work that is needed and avoid constant reinvention of the wheel.

John said that lynda.com is a website that has useful digital resources such as tutorials. It is expensive for an individual but libraries are often signed up and you can get access there. Maybe a school library could sign up.