

New Zealand Report Back on ISTP 2024 Commitments

| Commitment Made | How this might have progressed since 2024 |
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| <p>One: Develop a framework in partnership with stakeholders for the responsible and ethical use of generative AI in education.</p> | <ul style="list-style-type: none"> • New Zealand has made progress as part of a broader strategy to make sure AI technologies are used safely and effectively across various sectors, including public services and the wider economy. • In June 2024, the Government set a strategic direction for AI use, emphasising a ‘light-touch’ regulatory approach, aiming to balance innovation with risk management to make sure AI technologies are developed and used responsibly.¹ • In January 2025, the Public Service AI Framework was released, which provides structured guidance for the deployment of AI across public services. It outlines key principles and pillars to guide AI use, aligning with public service values while supporting better outcomes for New Zealanders.² • AI is already being used in education, and there is work to explore its potential further. There is specifically an accelerated math and pāngarau tutoring trial for Years 7-8, which includes the use of AI-powered and digital tutoring solutions in addition to the hour a day of math and pāngarau. • The Ministry continues to provide advice, resources, and guidance on safe and effective use of AI to education institutions, leaders and teachers. <p><i>GenAI in NCEA</i></p> <ul style="list-style-type: none"> • The Ministry has worked with stakeholders including NZQA and school leaders to develop guidance and resources for schools and teachers to navigate student use of genAI in NCEA assessments. These include: <ul style="list-style-type: none"> ○ guidance for school leaders on how school policy and processes can support ethical and appropriate use of genAI ○ a resource for teachers that explains appropriate use of genAI in NCEA and teaching practices that support authentic assessment ○ case studies that illustrate how some schools have successfully developed strategies and implemented effective practices of their own. <p><i>Safer Technologies for Schools (ST4S)</i></p> <ul style="list-style-type: none"> • Safer Technologies for Schools (ST4S) provides security, privacy and online safety assessments for digital products used in NZ and Australian schools (over 260 to date). • We joined the ST4S initiative in late 2021 and have been working with schools and ICT vendors to encourage participation and use since then. There is a public list of products with an ST4S badge, and assessment reports are available to schools via Taku (our Salesforce portal). • The ST4S assessment was extended in June 2024 to include Artificial Intelligence (AI) controls, and existing assessments are being updated as AI use in products is identified. Whether or not a product has been AI-assessed is clearly indicated on assessment reports and the list of ST4S badged products. • The current ST4S AI controls focus on governance, privacy, cyber-security and safety considerations. Work is under way to consider how this might be extended to address broader ethical and responsible use considerations including transparency, reliability, fairness and contestability. We will continue to work with the ST4S programme to ensure alignment with NZ requirements and frameworks. |

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| <p>Two: All partners work together to create a long-term policy on aspiring and in-service principal development.</p> | <ul style="list-style-type: none"> • One of the Minister’s priorities is developing the workforce of the future, including leadership development pathways. • To deliver this, the Ministry, in partnership with Unions and sector partners are working together to develop a high quality and effective leadership system across all stages of the principal pathway. This includes: <ul style="list-style-type: none"> ○ developing an evidence based integrated package of support for both aspiring and beginning principals ready for delivery in 2026 (subject to funding). ○ delivering online modules and podcasts for aspiring and beginning principals ○ delivering the Principal Development Map tool for aspiring and in-service principals to find professional learning and development opportunities. Since the tools launch in late 2024, it has had over 4,500 views. • Our Leadership Advisory Service continues to support principals (predominantly 3+ years in the role) to develop leadership and managerial capabilities and respond to school leadership challenges – Leadership Advisors had 5596 engagements with principals in 2024. 97% of principals rated the Service as “very responsive” and 91% rated the quality of support as “excellent”. |
| <p>Three: All partners work together to strengthen the provision of ITE to address barriers to the attraction and retention of teachers.</p> | <p><i>Strengthening ITE provision and teaching council accountability</i></p> <p>To strengthen the provision of ITE and the accountability over the Teaching Council’s functions, the Minister is introducing a legislative package which is due to come into effect in 2026. This is intended to support building the workforce of the future and lifting the quality of teaching. It includes:</p> <ul style="list-style-type: none"> • giving the Secretary for Education a legislated advisory role in ITE standard setting, reviews and approvals, • broadening the Council’s consultation requirements under the Education and Training Act 2020 (the Act) to include consulting the Minister before making changes to standards for ongoing practice and criteria for the issuing of practicing certificates, and • requiring the Council to report on Statement of Government Policies through their annual report. <p>The Ministry also worked with the Teaching Council on:</p> <ul style="list-style-type: none"> • Their proposal to lift entry standards so teachers are well-equipped to succeed in ITE and to then successfully teach the curriculum; addressing concerns that some teachers feel unprepared which could affect their desire to remain in the profession • Making changes to introduce core Key Teaching Tasks in ITE on literacy and explicit teaching which better assess student teachers’ capability in these priority areas • Making explicit that ITE programmes are required to prepare student teachers to teach the curriculum; better aligning ITE with ongoing curriculum reforms. <p><i>Lifting the visibility of the teaching career through marketing</i></p> <p>The Ministry are investing in ongoing marketing to raise the profile and perception of the teaching profession within New Zealand to build a stronger domestic pipeline. This campaign includes:</p> <ul style="list-style-type: none"> • stands at sector conferences and major cultural events e.g. Te Matatini 2025 and New Zealand Careers Expo 2025 • used TikTok and Instagram influencers to promote teaching scholarships and teaching as a career option |

- marketed ads on Facebook, Instagram, LinkedIn and Snapchat.

As a result of marketing activity, the number of unique website visitors to our new website³ increased from 126,000 visitors in 2023, to over 600,000 in 2024.

Knowledge-rich curriculum

The Minister of Education is committed to reducing barriers in education while also prioritising classroom readiness through onsite training programmes and a knowledge-rich and structured National Curriculum based on the Science of Learning. This approach ensures that teachers have access to our quality structured maths and literacy materials, alleviating the need for them to create resources themselves.

Reducing barriers to ITE

To support people into and through ITE study, the Ministry awarded 382 'TeachNZ Scholarships' to aspiring teachers. These scholarships are designed to prioritise career changers and students looking to train in subject shortage areas. In 2025, there are 435 scholarships available to aspiring teachers.

The Ministry also support aspiring teachers to train in a range of ITE pathways. In Budget 2024, Government has invested an additional \$52.157m to:

- *grow the School Onsite Training Programme* – in 2024, 147 teacher trainees were supported to become qualified secondary teachers while building capability through classroom-based learning. In 2025, 242 teacher trainees places will be offered (growing to 289 places in 2026).
- *expand the Kaupapa Māori / Māori Medium Employment Based ITE programme* – to support untrained teachers working as LATs to become fully qualified while employed by a kura. In 2024, 31 teacher trainees graduated from EBITE programmes funded by the Ministry. In 2025, the Ministry offered up to x65 EBITE Awards which supports schools and their LATs through EBITE training. The EBITE Award covers course and induction costs and mentoring and relief costs for the school.
- *continue support for the TeachFirstNZ programme* - to support up to 75 new teacher trainees to undertake secondary teacher training while employed in a host school or kura each year. In 2024, 64 trainees completed first-year, and 45 trainees completed second-year. In 2025, a further 75 new trainee places will be available.

Supporting graduates to transition from ITE to teaching

To support teachers with the transition from ITE into teaching, and increase the retention of ITE graduates in the teaching workforce, the Ministry continues to invest in:

- *the BeTTER Jobs Programme* - to match 189 beginning teachers with schools identified as having retention and recruitment challenges. In 2025, a further 130 places are available to eligible teachers.
- *the Māori Medium Beginning Teacher Retention Programme* - professional development and mentoring for up to 237 beginning teachers in Māori Medium settings. In 2025, up to 250 places will be available.

The professional regulatory body for teachers in New Zealand (Teaching Council of Aotearoa New Zealand) have strengthened the mathematics/numeracy entry requirements for English medium primary Initial Teacher Education.

- The new entry requirements apply to student teachers enrolling in English medium primary Initial Teacher Education (ITE) programmes and commenced from 2025 onwards. Students will need to demonstrate competence in mathematics by getting a score designated as equivalent to NCEA Level 2 in a mathematics assessment specified by the Teaching Council. NCEA Level 2 is

a national school leaving qualification typically taken by students in Year 12 or the second-to-last year of secondary school in New Zealand.

- Initially, candidates will have until graduation to pass the prescribed mathematics assessment, but this will transition to needing to pass the prescribed assessment prior to entry to an ITE programme. These changes do not apply to secondary, early childhood education teaching programmes or Māori medium primary teaching programmes.
- A strong foundation in mathematics is crucial to every primary school student's educational success. The Teaching Council of New Zealand believe that by strengthening mathematics/numeracy entry requirements for primary ITE programmes, will contribute to lifting the mathematics capability of primary teachers and support student achievement. This complements the work of ITE providers to prepare teachers with a strong grounding in the content and teaching practices of mathematics.

<https://teachingcouncil.nz/assets/Files/ITE/Mathematics/numeracy/ITE-Maths-Entry-Frequently-Asked-Questions.pdf>

Bridging courses available to support those who affected by this change

- Bridging/foundation programmes are available to those who are affected by the new entry requirements. Bridging courses help to fill any education/prerequisite gaps for students to meet the minimum entry requirements for a degree course. These courses are available all eight New Zealand universities and at many institutes of technology and polytechnics.