

HE PITOPITO KŌRERO

COVID-19 UPDATE - 1 MARCH 2022

01 March 2022

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FOREWORD

Ngā mihi o te ahiahi,

Welcome to the first day of autumn.

As expected, cases of Omicron have grown exponentially. I know that this will be placing additional pressure on you, your staff, ākonga and communities. Thank you for your leadership in volatile times.

Please continue to let your regional Te Mahau teams know when you are informed of positive cases of students and staff in your school. This information provides all important context for policy and practice responses.

Despite the rise in numbers of cases it is really important that all children who need to can come to school. Your leadership and management to enable this is highly valued – thank you.

In today's bulletin, we step through the changes planned to allow children to access school arranged extracurricular activities. I know that this does not free up access to a range of other provision – such as sports clubs or ballet classes, but it does address the concerns raised by many of you.

We have also provided information on managing contacts in situations such as school hostels, overnight trips, and camps, and how to manage children or staff returning to school from their 10-day isolation.

Ngā manaakitanga,
Iona

Changes to requirements for school activities

As indicated by Minister Hipkins, all children and young people will soon be able to participate in all school-organised teams and groups regardless of their vaccination status.

An amendment to the health order will now be needed and we anticipate these changes will take effect no later than Tuesday 15 March.

This will apply to onsite and offsite activities for both curriculum-related (including offsite education outside the classroom) and extra-curricular activities offered by a registered school.

This change will apply to intra-school and inter-school competitions/activities as well as competitions/activities where school teams/groups compete against other teams/groups which are not from a school. For example, the school's First XI competing in a local senior club competition or the school kapa haka group competing against adult groups in a regional competition.

We will advise you when these changes to the health order occur and will update our website information to reflect the above information and advice at that time.

For now, the existing requirements/permissions under the health order remain in place.

What will this mean for children and young people?

This change will mean that after that date, children and young people who are in a school-organised team or group cannot be asked for a vaccine pass.

Activities held off site will still be able to have up to 100 participants in any defined space when at Red, as long as spectators and adult participants (coaches, referees etc) are required to provide vaccine passes.

There is no change to the vaccine requirements for staff and volunteers supporting any school activity involving children and young people – they must be vaccinated and may be asked by venue staff to provide evidence of their vaccination.

This change will support all children to participate fully in school life, regardless of their vaccination status.

Vaccine passes where activities are not school-based

Unvaccinated children aged over 12 years and 3 months may continue to be prevented from participating in some activities if they are participating in a team or group not from their school.

For example, a student playing for a senior club hockey team will still need to provide a vaccine pass if the competition or venue requires evidence of vaccination from all participants.

A reminder those aged under 12 years and 3 months are already able to participate in school activities both on site and off site regardless of their vaccination status.

Vaccination for children aged 5 to 11 – Unite Against COVID-19

Education outside the classroom

Once the legislative changes are made, an offsite education outside the classroom (EOTC) provider will not be able to ask children and young people participating in school-organised activities for evidence of vaccination.

Importantly, EOTC providers will no longer have to provide a separate space to host school groups with unvaccinated students. This may open up more options to access EOTC for all students.

Please note, an EOTC provider will still be able to choose whether to accept school groups onsite, so please continue to work closely with your provider to agree the requirements of any visits.

Key messages you can use to support your engagement with EOTC providers

- Overall, secondary-aged students are a well-vaccinated group. As of Wednesday 23 February, over 95% of 12 to 17-year-olds have received one dose of the vaccine, while 92% have received two doses.
- As is required, all our staff and volunteers are fully vaccinated and are also required to be boosted when they become eligible.
- We have very good practices in place to minimise spread of COVID-19 including:
 - anyone feeling unwell is asked to stay at home
 - we monitor closely for symptoms
 - we keep a physical distance from people we don't know and from other groups
 - students, staff and volunteers are reminded regularly about having good hand hygiene and cough and sneeze etiquette
 - we have a supply of hand sanitiser for teams and groups to use offsite.
- We have a strong mask culture in our school and will be able to adhere to provider/venue mask requirements.

Important public health mitigations that remain

We have checked in with public health to see whether there is any change to their advice for schools.

Whether on site or off site, activities held indoors – especially those involving physical exertion, singing and playing wind instruments – remain a higher risk for spread of COVID-19.

Current public health advice is that wherever possible, these activities should be held outdoors.

If you do decide to go ahead and hold these types of activities indoors:

- it must be in a well-ventilated space
- there should be at least one metre of space per person
- participants should be physically distanced by at least one metre where practicable, and at least two metres apart for singing and when using wind instruments
- gatherings of large numbers of students should not go ahead unless outdoors
- if bringing parents and caregivers on site for non-curriculum events and activities, the rules under the COVID-19 Protection Framework for events and gatherings will apply.

Recent High Court case regarding vaccination mandates

You may have seen the recent decision regarding vaccine mandates for the New Zealand Police and Defence Force personnel.

The Court's decision applies only to affected people who work in these sectors. The mandates requiring COVID-19 vaccinations for all education staff who may interact with children and students remain in place and are not affected by this judgement.

A claim challenging the education sector mandates will be heard in March and we will provide a further update when the outcome of that challenge is known.

There is no change for schools, kura, hostels and licenced early childhood services. Everyone who works for a school who may have contact with children or will be present at a time when children are also present will continue to be covered by the mandatory vaccination requirements.

They will need to continue to have their booster by today Tuesday 1 March or 183 days after their second shot, whichever is later.

Vaccination information for schools and kura – Te Mahau

Managing contacts in group accommodation situations

We have had a number of requests for guidance on contacts in situations such as school hostels, overnight trips and camps.

The Ministry of Health has confirmed that a household contact is someone who shares a house or flat with someone who has tested positive for COVID-19 (a case) on a permanent or part-time basis (for

example, shared custody) and has spent at least one night or day (greater than eight hours) in that residence while the case was infectious.

COVID-19: Information for household and close contacts – Ministry of Health

However, this definition excludes group accommodation (aged residential care facilities, halls of residences, boarding houses, school hostels, backpackers, and so on).

This means that if there is a case connected with a school hostel, school camp, other overnight trip or when providing home-based care, no one involved would be classified as a household contact.

Instead, there will be a number of close contacts of that case who may choose to self-isolate but are not required to do so. At a minimum they should be asked to monitor closely for any symptoms for 10 days.

A reminder that anyone who is a close contact and symptomatic should already be isolating and seeking advice about getting tested.

We have provided advice to school hostels over the weekend to reflect this advice, which is now available on our website.

Guidance for school hostels – Te Mahau

Overnight trips and camps

The following principles and actions can be applied to overnight trips and camps.

- Planning will need to include how to respond to cases, whether they are staff, volunteers, children or students.
- Schools will need to implement robust infection control measures to minimise the spread of COVID-19. This is likely to include grouping children/students so that they do not intermingle with other groups, staggering mealtimes, airing out rooms in between use by different groups, or only using rooms which are well-ventilated.
- Anyone who is identified as a confirmed case will be required to isolate for 10 days.
- Anyone from the overnight trip/camp who is a close contact of that case is not required to isolate. However, as a precaution you may choose to ask them to isolate for a period of time following their last exposure to the case. There is no legal requirement for this to occur. A period of seven days from their last exposure to the case is recommended should they choose to isolate (this assumes they are isolating separately from the case).
- Anyone in the group, including close contacts of a confirmed case, who is symptomatic (even if only very mild symptoms) must be encouraged to get tested for COVID-19.

- When cases do arise, they can travel back to their homes to isolate. However, public transport cannot be used to do this.
- Planning must consider how cases will be returned safely to their homes to isolate. If returning home is not possible then you will need a plan for cases to isolate in-situ.
- Where cases need to isolate in-situ:
 - they should be separated as much as is practicable from others
 - cases can isolate together
 - close contacts choosing to isolate should be separated as is practicable from others, but they may isolate together
 - close contacts can isolate with the case, but there is an obvious risk of transmission of the virus if sharing the same room while the case is infectious.
- Supporting the health and wellbeing for all members of the group, including staff and volunteers, continues to be a priority.

The guidance for isolating safely in school hostels provides some very helpful information to support people to isolate safely and can be applied to overnight stays and camps.

Infection prevention and control for school hostels – Te Mahau

Returning from isolation as a household contact

We've had a number of queries regarding instances where students have completed their required 10 days' isolation but have had family members subsequently test positive.

Currently there is no legal requirement for family members to remain in isolation beyond the initial 10-day period, once they have returned a negative Day 10 test.

What does it mean if I'm a household contact? – Ministry of Health

To manage this risk, it is important that if the student develops symptoms they stay at home until they are symptom-free and have returned a negative test result. Alternatively, they could be managed as a case without any need for testing.


It's important that anyone with symptoms remain at home until they are symptom-free for at least 48 hours.

Please be assured that the current measures in place (masks, physical distancing and ventilation of rooms) in schools continue to provide high levels of protection from infection in a school environment.

What type of contact are you?

This graphic will be helpful in identifying whether you are a household contact and what steps you should take.

Contact tracing – Unite Against COVID-19

 What type of contact are you?

Testing positive for COVID-19

If you test positive for COVID-19, everyone else in your household becomes a household contact and you need to isolate together for at least 10 days.

Download the brochure:

Testing positive for COVID-19 [PDF, 220 KB]

The information covers:

- managing symptoms
- rapid antigen tests (RATs)
- steps to take if you test positive
- what to do when isolating
- support that is available in isolation.

Reminder: EAP services

A reminder that we have extended centrally funded counselling services through EAP Services.

All teachers, relievers and support staff across early learning centres, kura and state and state-integrated schools are able to access these services.

We're aware that some schools already offer support services to their staff through EAP Services. The centrally funded counselling services apply to staff who register as new users from 24 August 2021 and this funding arrangement will continue through to June 2022.

Charges for pre-existing clients may still be chargeable to your school. If your school or centre has questions about invoices for services delivered through EAP Services, please email accountmanagement@eapservices.co.nz in the first instance.

You'll find further information about these EAP services on our website. If you any questions call 0800 327 669/1800 726474 or visit the EAP website.

COVID-19 employee support – Te Mahau

Employee assistance – EAP Services

Help for whānau who are self-isolating

If you know any whānau who need extra support while they are self-isolating because of COVID-19, Work and Income may be able to help.

Help while you're self-isolating – Work and Income

Many people will be able to self-isolate with help from whānau, family and friends, but there is help available for whānau who need it.

If help is needed, they may be able to get:

- money to pay for urgent and essential costs, like food, medicine, and some bills
- things that are needed to be delivered.

New border exception for international students

A new cohort of up to 5,000 international students was announced by the Government on Thursday 3 February as part of a five-step plan to reopen New Zealand's borders.

Fourth cohort of international students as a border exception – Education New Zealand

Student numbers will be allocated across the sector based on the proportion of international students who were attending each type of education provider pre-COVID in 2019. The school sector will receive an allocation of 1,000 places for students studying at Year 9 and above.

Although the detailed criteria for this border exception are yet to be determined, students will need to meet living cost requirements. Education agencies will update education providers as soon as this has been confirmed.

Visa processing for this cohort will open from 11.59pm Tuesday 12 April. Students are expected to begin arriving from mid-2022 onwards.

Operational funding notification

The Quarter 2 operational funding entitlement and instalment notices will be available via the Secure Data Portal on Thursday 31 March.

Visit our website for more information and instructions on how to access the Secure Data Portal.

Education Sector Logon – Applications & Online Systems

While schools' funding entitlements are being prepared, staffing entitlement notices will not be updated on the Secure Data Portal from Monday 14 March to Thursday 31 March.

Circular 2022/02: Initiation of bargaining notice

Circular 2022/02 has been published on our website and is about the initiation of bargaining for the renewal of the School Caretakers', Cleaners' and Canteen Staff Collective Agreement.

Circular 2022/02: Notice to initiate bargaining – Ministry of Education

Employers must let any employees who may be covered by this collective agreement know about the upcoming bargaining.

Further information on the bargaining is available from the NZSTA.

Resources to help you understand changes to NCEA

Regardless of whether your school or kura is taking part in any of the four NCEA pilots this year, we are encouraging teachers and school leaders to start thinking now about how they can prepare for the NCEA changes.

We have developed resources to help schools and kura as well as parents and whānau to understand the changes that we are implementing to strengthen NCEA.

These include a 'Kaiako Wānanga NCEA Facilitation Guide' to help teachers prepare for conversations with learners and their parents, a 'Whānau Pocket Guide' to help whānau understand the NCEA changes and consider ways of supporting their tamariki to succeed and an 'Ōku Wawata/My Aspirations Pocket Guide' for ākonga to support conversations between parents and their tamariki about their aspirations through and beyond NCEA.

These resources have been sent to schools. They can also be downloaded from our website and used for your NCEA information evenings.

Understanding how NCEA requirements are changing – NCEA Education

What resources are available to help understand the NCEA changes? – Ministry of Education

For queries, email us at ncea.review@education.govt.nz.

Support for NCEA change through regionally allocated PLD

We'd like to encourage schools or clusters of schools to apply for regionally allocated PLD (RAPLD) to support the implementation of NCEA changes in their schools. Please apply under the 'Local curriculum design' priority.

In December 2021, RAPLD updated our facilitator database to include a specialisation category to assist secondary schools to identify facilitators who can lead PLD in specific subject areas to support the upcoming NCEA changes.

Schools can choose multiple facilitators across multiple provider organisations to work together to deliver their PLD if required. For example, a facilitator with NCEA science as a specialisation and a facilitator with mātauranga Māori as a specialisation might work together to plan and facilitate your PLD.

Apply for regionally allocated PLD – Professional Learning & Development

Facilitator search tool – Professional Learning & Development

Upcoming mathematics and statistics PLD support

We will be introducing PLD to support high-quality teaching and learning of mathematics and statistics and promote effective use of existing resources, with a focus on nzmaths.

NZ Maths – Te Kete Ipurangi

This mathematics and statistics PLD support is an extension of the Just-In-Time Maths model piloted last year. The support will be delivered in a blended model which includes both virtual and face-to-face delivery, comprising of cluster workshops and facilitators modelling best practice.

It is designed for up to two teachers from a school or kura to participate.

The mathematics and statistics PLD support will be available to teachers of learners in Years 4 to 8. This support will be contextualised for pāngarau for kura in Māori-medium settings.

How do I apply?

Applications for schools and kura to apply for this support will open on the PLD website from Monday 14 March.

Just-In-Time Maths PLD support – Professional Learning & Development

Teachers and kaiako of learners in Years 4- to 8 can be nominated to participate by their principal or in-school PLD lead.

The PLD is scheduled to begin in Term 2 and will run until the end of Term 4.

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FOREWORD

Tēnā hoki koe i ngā āhuatanga o te wā,

It's been an historic week domestically and internationally. Both the events at Parliament and in Ukraine are sobering, and both will have long-term effects.

I know these events will have impacted you, your staff, your tamariki and ākonga directly, and they have also been felt throughout Aotearoa.

As one of our Wellington school leaders said today, the focus is on how we provide for the continued safety, wellbeing and learning of our school community.

He tino pai tō mahi, you've done a great job – I encourage you to also take time for your own wellbeing.

In today's bulletin, we have information about the Teaching Council's faster processing times, and further information about cases and household contacts, including template letters for your school if you wish to use them.

Kia kaha,

Iona

Faster processing times for Teaching Council applications

We will provide COVID-19 contingency funding to the Teaching Council to support it to further prioritise the processing of new teacher and limited authority to teach (LATs) registrations over the next few months.

From Tuesday 1 March to Tuesday 30 August, the Teaching Council will have more registration officers in place.

This will mean that 90% of applications will be completed within five working days once all required and supporting information is provided (including police vetting). This is intended to have new teachers and those with a limited authority to teach in classrooms sooner.

[Getting certified for Limited Authority to Teach – Teaching Council](#)

Questions about individual applications or registration processes should continue to be directed to the Teaching Council.

[Contact us – Teaching Council](#)

A reminder that schools can continue to employ a registered teacher in a teaching position for up to 20 half-days each year without a practising certificate.

If your teacher(s) have applied for a practising certificate but it will not be approved before the expiry of their current practising certificate, you can make a request to the Teaching Council for an extension to

teach if they need to teach for more than 20 half-days.

[Requesting an extension to teach – Teaching Council](#)

Additional options to increase relief teacher pool and support staffing

A reminder of the advice from our bulletin on 1 February about potential options for your school to consider, including asking RTLBs, learning support coordinators (LSCs) or other qualified teachers to temporarily take on classroom teaching roles and sharing teachers between your Kāhui Ako.

[Guidance for pandemic readiness – School Bulletin 1 February](#)

Your local Te Mahau office will support you to put in place strategies that work for your school or kura wherever possible.

When should COVID-19 cases and contacts end their isolation?

Positive cases of COVID-19

As you know, a person confirmed to have COVID-19 must currently isolate for a minimum of 10 days and until they are symptom-free. If they are still sick, they should stay home until they are well.

Day zero for isolation is from the date they either developed symptoms or were tested if they do not have symptoms.

The case does not need to have any further tests after their initial confirmation test (they have already tested positive).


Household contacts of someone with COVID-19

- Any household contacts of the positive case must also isolate for 10 days and take tests on day three and 10 of the case's isolation period.
- If a household contact tests negative on day three and day 10 and is symptom-free, they can return to school on day 11.
- A reminder that if someone else in the house tests positive, you do not need to restart your 10 days unless you have tested positive.

There is a helpful tool on the Unite Against COVID-19 website which calculates a person's isolation period.

[What to do if you have tested positive for COVID-19 or are a probable case – Unite Against COVID-19](#)

You might also find the below graphic useful.

 How to work out your 10 days of self-isolation

Household contacts in shared-care arrangements

A reminder that a household contact is someone who shares a house or flat with someone who has tested positive for COVID-19 (a case).

This may be on either a permanent or part-time basis and where the contact has spent at least one night or day (greater than eight hours) in that residence while the case was infectious.

A part-time basis includes instances where someone is part of a shared-care arrangement.

If a child has spent a day or night in a home where there is a shared-care arrangement, and someone in that home was infectious at the time, they are a household contact.

[Information for household and close contacts – Ministry of Health](#)

If they move to the other home during their required period of self-isolation, they must continue to isolate when in that other home.

A reminder that they cannot return to school until they have finished their period of isolation and have received their day three and day 10 test results.

Letter templates for confirmed cases in your school

We've had a number of requests for letter templates you can use when there is a confirmed case of COVID-19 in your school.

We have two templates attached:

- the first letter is for sharing with your general school community advising whānau of a COVID-19 case
- the second letter is for whānau of potential contacts of the case. It advises where the case was in

the school and allows you to customise it for the infectious period.

[Letter for the school or kura community about a confirmed case of COVID-19 \[DOCX, 21 KB\]](#)

[Letter for contacts of a confirmed case of COVID-19 \[DOCX, 17 KB\]](#)

Supporting children who must attend school

With COVID-19 cases impacting on many schools, you will be making decisions about how you can best support all children and students to be onsite when they need to be.

Your planning will need to continue to accommodate the needs of students under 14 (some children with welfare needs may be over this age) who may not have appropriate supervision at home and must therefore be able to access full-time supervision and care at school.

Novavax vaccine approved

On Tuesday 1 March the Government announced that Novavax vaccine has been approved for use for people over the age of 18.

The Ministry of Health are currently working on the delivery schedule and roll-out start date. We will update you when we have further information.

A reminder that the Pfizer vaccine remains the preferred vaccine for most New Zealanders.

Reminder: Accessing rapid antigen tests

As in our bulletin on 22 February, we have been allocated a supply of rapid antigen tests (RATs) to support the close contact exemption scheme.

[Accessing rapid antigen tests for schools and kura – School Bulletin 22 February](#)

If you are seeking exemptions for one or more of your staff, RATs are available through our Te Mahau offices – please do not approach the Ministry of Health.

To make sure you're eligible for RATs under the scheme, please complete the checklist below.

[Rapid antigen test checklist \[DOCX, 51 KB\]](#)

A reminder that rapid antigen tests should only be used as a last resort where you otherwise wouldn't have enough people available on site to supervise children who need to be there.

Changes to school camp and outdoor education guidance

Education Outdoors New Zealand (EONZ) has updated its guidance to support school camps and outdoor education to reflect the Phase 3 changes to the definition of a household contact.

As noted in our bulletin on Tuesday, those participating in school camps and other overnight trips will not be considered to be a household contact if there were a positive case.

To stay up to date with the latest education outside the classroom (EOTC) guidance, please make sure you register with the national coordinator database.

[EOTC learning through COVID-19 – Education Outdoors NZ](#)

[National EOTC coordinator database – Education Outdoors NZ](#)

[Education outside the classroom – School Bulletin 1 March](#)

Update: Mask supply

We are sending out additional cartons to ensure your school is equipped with masks in the event of potential disruption to distribution networks.

This will enable you to have security that you have sufficient supply for your school over the next couple of weeks.

The additional cartons also include a small reserve that will enable you to give masks to those students who don't have one.

Mataara: Update your emergency contact details

If your emergency contact person for your centre has changed, please ensure you update your regional education adviser with the new emergency contact details.

These details are used to text you from Mataara if we need to contact you in an emergency.

A reminder that emergency messages from Mataara will come from the number 8707 and should always start with 'Message from Ministry of Education' or 'Message from MOE'. They may request a response, but this will not incur a charge.

More information about Mataara can be found on our website.

[Mataara emergency contact tool – Ministry of Education](#)

Update: Border exception for international students

The Government recently announced that from 11:59 pm Tuesday 12 April international students nominated under a fourth border exception can begin applying for their border exception and student visa.

Schools will receive an allocation of 1,000 places for students studying at Year 9 and above. We hope that most students will be in New Zealand in time for a July study start.

Education agencies have shared the Draft Implementation Framework for consultation with peak body representatives for universities, Te Pūkenga, private training establishments, early learning services and schools. If you are not aligned to a peak body, you can request a copy by emailing c4@enz.govt.nz.

We anticipate a finalised Implementation Framework to be available from 14 March.

More broadly, student visa processing resumes under Step 5 from October 2022. You can read more about the immigration changes at each step on Immigration NZ's website.

[Reopening the border – Immigration NZ](#)

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FOREWORD

Tēnā koutou katoa, greetings to all,

As expected, COVID-19 case numbers continue to surge. Fortunately, the vast majority of symptoms are relatively mild – though I know absences and isolation periods will be taking their toll.

In today's bulletin, information about new funding to support distance learning and a reminder of relief funding options.

Heoi anō tāku mō nāianeī,
Iona

Additional funding to support distance learning

The Government is committing an additional \$11 million to support distance/hybrid learning in schools through the Omicron peak.

While schools and kura remain open for face-to-face teaching and learning under the COVID-19 Protection Framework, we recognise that ongoing disruption is likely.

This additional funding is intended to support the continuation of distance/hybrid learning measures already being delivered.

It can be used in a range of ways, including:

- developing teaching resources
- printing and couriering
- continuing access to online learning subscriptions.

All state and state-integrated schools and kura will receive funding allocated through a funding formula. This approach recognises that smaller and more isolated schools may face particular costs with getting resources to their learners.

You can expect to receive a letter outlining your funding amount and receive your funding shortly.

Supporting children with complex health needs

As the outbreak has grown, you will have noticed that some whānau with medically vulnerable children are feeling anxious about the risks of being at school.

As such, we have updated the information on our website for parents and whānau and encourage you to share it with them.

[Supporting children with complex medical needs – Ministry of Education](#)

The key message is that whānau should discuss any concerns and health risks with their child's health professional. Together, they can make a recommendation about whether learning progresses on site or by distance, which you can then further develop alongside the child's whānau.

Reminder: COVID-19 relief funding for schools

A reminder we have recently issued guidance on relief funding that is available.

See information on funding, including temporary change to the additional relief teaching funding policy and temporary provision of additional relief funding for non-teaching staff in our bulletin on 10 February.

See information on COVID-19 relief funding for schools and the Vaccine Mandate Relief Support Scheme in our bulletin on 17 February.

[Supporting schools to support staff – School Bulletin 10 February](#)

[COVID-19 relief funding for schools – School Bulletin 17 February](#)

Pourato: New online resourcing system

A new name has been confirmed for the online system being built to deliver your resourcing.

[Pourato – Ministry of Education](#)

Pourato will be available later in 2022 and will provide an easy-to-read, real-time view of your funding and staffing entitlements for the 2023 school year.

The new name 'Pourato' was created working alongside our Te Tuarongo team and a licenced translator. It was previously referred to as the Education Resourcing System (ERS) – the same name as the separate existing application already in use by schools.

The existing ERS will retain this name.

Tell us what you think about Pourato

Have feedback? Your feedback will help us create appropriate support and learning collateral and inform enhancements.

[Share your thoughts – Pourato](#)

[Demonstration version – Pourato](#)

You can also share your feedback by emailing us at pourato@education.govt.nz.

Updating ENROL records with data matching

In late March, we will be matching the names and date of birth for each National Student Number (NSN) against the NZ births register.

This process will check if a learner's official ('legal') names and date of birth are correct in ENROL and update them if necessary. For example, it will correct spelling mistakes, add missing middle names, and correct any mistakes in the date of birth.

Any updates will appear automatically in the 'legal name' and 'date of birth' fields in ENROL.

Schools may notice these updates when using ENROL from Monday 21 March onward.

For further information, please contact NSI.DataQuality@education.govt.nz.

Bullying-Free NZ Week 2022

This year's Bullying-Free NZ week will be from Monday 16 to Friday 20 May (with the Mental Health Foundation's Pink Shirt Day happening on Friday 20 May).

It will continue to build on the theme 'He kōtuinga mahi iti, he hua pai-ā rau: Small ripples create big waves'.

[Together we can prevent bullying in Aotearoa – Bullying-Free NZ](#)

We encourage you to get involved and spread the word with your school community, students, staff and whānau to prevent bullying. Visit the website for ideas, activities, resources and more information on how to prevent bullying.

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HE PITOPITO KŌRERO

COVID-19 UPDATE - 10 MARCH 2022

10 March 2022

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FOREWORD

Kia ora koutou,

Tāmaki Makaurau has been dealt the toughest blow so far in terms of Omicron impact – we can only hope that the modellers are right and that Tāmaki will peak in the next 10 days. The rest of us will lag a little behind this – there is hope on the horizon!

By now, many of you will have friends or family (like I do) in isolation or even diagnosed with COVID. It is encouraging to hear that thanks to vaccinations and boosters, most are faring pretty well. However, I do acknowledge that there is still a lot of anxiety, and so I encourage you to be sensitive in how you communicate with your school community.

For example, some of you may wish to put stipulations on a ball or prizegiving as a motivator to get students to regularly attend school. Under the current conditions it's probably fairer to use that sanction for students who are unjustifiably absent and unexplained, rather than unjustifiably absent and explained (the latter attendance code being that which records those absent due to anxiety).

You'll be aware that tomorrow at 11:59pm the required period of isolation for positive cases of COVID-19 and their household contacts is being reduced from 10 days to seven days.

Today's bulletin covers this change in depth and provides information on how you and your teaching staff can use disregarded sick leave if you need to.

Nāku, nā,

Iona

Changes to isolation requirements

From 11:59pm tomorrow Friday 11 March isolation requirements for positive cases of COVID-19 and their household contacts will be reduced from 10 to seven days.

This change has been made due to up-to-date public health advice: there is a decline in infectiousness of Omicron over time and in most cases, transmission occurs within seven days.

This reduction in the isolation period will ensure we maintain a balance between controlling the outbreak effectively and minimising the impacts of isolation requirements on people's lives.

Evidence also shows that the risk of re-infection within the first three months after someone has had Omicron is very low. For this reason, recovered cases will no longer need to isolate again if they become a household contact within 90 days of having the virus. This has been extended from 28 days.

From 11:59pm Friday 11 March, all cases and household contacts who are currently isolating can end their period of isolation after Day 7. Those currently in isolation will not have to complete their Days 8, 9 and 10 of isolation.

Please see the information below for changes that will be in effect from Saturday 12 March.

Cases of COVID-19

Anyone who has tested positive for COVID-19 will be required to isolate for seven days.

Day 0 is the day symptoms began or the day the test was taken (whichever came first). Cases will isolate for a full seven days and are free to return to normal activities on Day 8, if they are not symptomatic.

See 'Supporting students and staff to return to school' further below for more information.

Household contacts

Household contacts are required to isolate for the same seven days as the case.

They can return to their normal activities on the same day as the first case in their household, so long as all test results have been negative, and they are not symptomatic.

Household contacts should continue to self-monitor for symptoms up to Day 10.

Household contacts will be required to take a self-administered rapid antigen test (RAT) on Day 3 and Day 7 of the case's isolation period.

If symptoms develop at any time during isolation:

- the usual advice remains in place to undertake an additional RAT
- if the test is negative and symptoms persist or worsen, test again 48 hours after that negative test
- if symptoms resolve there is no need for a further test until the required Day 7 test. If this is negative, they can return to daily life on Day 8.

If a household contact has new symptoms on the day of release:

- they should undertake an additional RAT and stay at home while unwell
- if that test is negative and symptoms persist or worsen, test again after 48 hours. If symptoms resolve, there is no need for a further test.

If a household contact has finished their period of isolation they do not need to return to isolation if a new case is identified in their household. However, this only applies for a period of seven days following their leaving isolation.

Should a new household member be confirmed as a case eight or more days after the household contact has left isolation, then they must start a new period of self-isolation for seven days.

General advice

Anyone that has had COVID-19 or who is a contact of someone who has COVID-19 should avoid attending high-risk settings until ten days have passed since they were infected or exposed to the virus. These will include, for example, aged-care facilities, correctional facilities and hospitals (unless the individual is requiring care).

As always, undertake a rapid antigen test (RAT) if symptomatic. If the RAT is negative and symptoms persist or worsen, you should test again 48 hours after the negative test. If symptoms resolve, there is no need for a further test.

Advice for anyone who is unwell

- Anyone who is sick should stay home until they are well.
- When a child has respiratory symptoms, they should stay at home and seek advice from their GP or Healthline. Staying home is key to controlling the spread of any virus in a school or early learning setting.
- Many children will have a long-lasting runny nose or cough after viral infections. If it is over 10 days since the onset of COVID symptoms and they are no longer feeling unwell, they are very unlikely to be infectious and can therefore return to school.
- However, if they are continuing to feel unwell or their symptoms are worsening after 10 days, they should not return to school and a GP review, or a call to Healthline, is recommended.

A reminder that principals at state and state-integrated schools have authority to preclude a student from attending if they believe, on reasonable grounds, that the student may have a communicable disease.

You can do this under section 77 of the Education and Training Act 2020, see our website for details.

[Communicable diseases: A guide to legal powers – Ministry of Education](#)

Supporting students and staff to return to school

You cannot require evidence from cases or household contacts to support their return following their period of isolation.

In Phase 3, cases and household contacts will not be provided with an official release notification following the end of their period of isolation.

You also cannot require evidence of a negative RAT or PCR test for household contacts (and cases will not be tested again, following their initial positive test).

Students and staff who test positive for COVID-19 are not required to self-isolate past seven days under public health regulations, but they should not return to school if they are still feeling unwell.

Letter templates

In the event there is a case of COVID-19 in your school we have updated the letter templates you can choose to use.

There remains no obligation to undertake contact tracing in your school when we are at Phase 3 of the Omicron response.

[Template letter for a confirmed case of COVID-19 in the school or kura \[DOCX, 21 KB\]](#)

[Template letter for contacts of a confirmed case of COVID-19 \[DOCX, 18 KB\]](#)

Using disregarded sick leave for COVID-19

In the event a teacher or principal tests positive for COVID-19, they'll be required to follow the requirements for isolation as above.

If they are required to take sick leave during the period they are instructed to isolate, they may apply for disregarded sick leave at the end of their period of sick leave.

Disregarded sick leave is provided in all primary, secondary and area school teachers' and principals' employment agreements. In specific circumstances, it allows sick leave to be recredited to a teacher or a principal's entitlement.

If a teacher or principal tests positive for COVID-19, they can request disregarded sick leave for COVID-19 when they return to work. Disregarded sick leave does not apply to sick leave taken to care for dependants or any other form of leave.

All disregarded sick leave applications must be sent to us: dsl.covid19@education.govt.nz.

Applications for COVID-19 disregarded sick leave need to include:

- employee name, MOE number and school name
- collective agreement covering the employee's work
- start and end dates sick leave was taken due to confirmed COVID-19 infection
- confirmation that you have evidence of the teacher's confirmed COVID-19 infection. (This could be a screen shot of a confirmation text when a positive rapid antigen test result is logged on My

Covid Record or similar.)

You will need to hold a record of the evidence that the period of leave was due to the teacher or principal contracting COVID-19.

Novavax now available

The Novavax COVID-19 vaccine (Nuvaxovid) vaccine is now available for those aged 18 and older who cannot receive the Pfizer vaccine and for people who would like a different option. Currently, Novavax is not approved in New Zealand as a booster vaccine.

[Novavax vaccines – Ministry of Health](#)

From today, those wanting the Novavax vaccine will be able to book their appointment to receive the Novavax through Book My Vaccine.

[Book My Vaccine – Ministry of Health](#)

Please note, when Novavax is selected, the site will show a list of vaccination centres where Novavax can be given. Not all sites are equipped to deliver this vaccine.

Help improve the NCEA Education website

It's been more than a year since we launched the NCEA Education website, the new home for NCEA.

We would like to hear from teachers and kaiako delivering NCEA subjects on how they are using the website. Your feedback will help us understand how effective it is and identify areas for further improvement.

Help us improve NCEA Education by taking part in our survey. The survey will close on Friday 25 March.

[NCEA Education teacher use survey – Ministry of Education](#)

For queries, email us at ncea.review@education.govt.nz.

Closing soon: Electronic school board elections consultation

A reminder that you are invited to give feedback on the draft Education (Board Election) Amendment Regulations 2022.

[Enabling electronic school board elections – Ministry of Education](#)

Consultation is open until next Friday 18 March.

The key changes in the draft regulations are:

- setting technical and process standards to ensure electronic elections are safe
- establishing an accreditation scheme for providers of electronic elections
- requiring paper alternatives to still be available for voters, even in electronic elections.

If you have questions, want to hear more about the changes or to express your interest in attending a webinar, please email legislation.consultation@education.govt.nz.

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HE PITOPITO KŌRERO

UPDATE - 15 MARCH 2022

15 March 2022

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FOREWORD

Ngā mihi o te Rātū,

Thank you for the continued feedback, it helps us adapt our processes to provide what you need.

Many of you have indicated that the volume of information you are having to process can be overwhelming. You will be pleased to hear that from next week you can expect to receive just one bulletin a week on a Tuesday afternoon. As always, we will provide urgent information out of cycle if necessary.

In today's bulletin, information about the change to vaccine pass requirements for school-organised extra-curricular activities, and some advice on how you might record leave in different situations.

I know that you are all flat out managing the impact of teacher and student absence, but as you are probably aware there are discussions underway around when and how vaccination mandates may be lifted. It is timely to think about planning for that as you will need to make your own health and safety policies.

Kia kaha,
Iona

Health and safety planning around vaccines

In the event the vaccination mandates in education are lifted, school boards will be required to take the implications of this into account in decisions about their own health and safety settings.

As initial guidance we have updated our risk assessment and business continuity planning template. You'll also find further information about undertaking a health and safety risk assessment on our website.

[Risk assessment and planning for Omicron \[DOCX, 42 KB\]](#)

[Risk assessment and planning – Te Mahau](#)

This will help you to monitor and review health and safety policies around COVID-19, as you re-assess these in consultation with your staff and the wider schooling community.

Early and good engagement with your staff will be of critical importance as you consider future policy settings.

Your Te Mahau advisors, New Zealand School Trustees Association and Te Rūnanga Nui are available to provide advice and support regarding health and safety planning.

Changes to vaccine pass requirements for teams and groups

As noted in our bulletin on 1 March, changes have now been made to the COVID-19 Public Health Response (Protection Framework) Order.

Changes to requirements for school activities – School Bulletin 1 March

All children and young people enrolled in a registered school are now able to participate in all school-organised teams and groups regardless of their vaccination status. This change took effect from 11.59pm Saturday 12 March.

This change will also apply to any individuals representing their school at an event or competition – for example, an individual representing their school at a debating competition (think of them as a team/group of one).

For education outside the classroom (EOTC), this will mean that an offsite provider will not be able to ask children and young people participating in school-organised curriculum-related activities for evidence of vaccination.

Social events, fund-raising events or other activities where student participants are not in a school-organised team or group are not included in this exemption from vaccine pass requirements – for example, school balls, school fairs, quiz nights.

COVID-19 guidance on events and activities – Te Mahau

Scenarios for managing staff leave

The spread of Omicron in our school communities is resulting in instances of leave scenarios that may have been unpredictable in earlier planning.

Our 'managing staff leave due to COVID-19' page now includes advice and scenarios of why a staff member may be absent and unable to work from home for COVID-19 reasons.

Managing staff leave due to COVID-19 – Te Mahau

The scenarios indicate how the leave can be recorded (for example, as disregarded sick leave or discretionary leave).

Additional relief teacher funding

Additional relief teacher funding for COVID-19 absences can be claimed for relief cover for eligible sick leave, dependent leave, discretionary leave and disregarded sick leave.

Additional relief funding for Term 1 – Te Mahau

Please also see our previous bulletins.

Supporting schools to support staff – School Bulletin 10 February

COVID-19 relief funding for schools – School Bulletin 17 February

Additional support when backfilling a reliever

There may be instances when a short-term reliever becomes sick with COVID-19 while contracted to work at your school or kura.

You may need to backfill their absence and cover their sick leave. In this case, please contact your Te Mahau office to apply for special reasons support to backfill a reliever due to a COVID-19 absence.

If you are struggling to manage your school's financial situation and require further support please contact your school financial adviser or your Te Mahau office to work through what options might be available.

Contact details for managing school finances – Ministry of Education

New downloadable learning packs available

In February we released a trial set of downloadable learning packs covering the curriculum theme of 'creativity'.

The final creativity packs with two weeks of learning activities are now available and we have also released draft packs with one week of activities covering the curriculum theme of 'curiosity'.

2022 downloadable learning packs – Learning from Home

The final curiosity packs with two weeks of activities will be published next week. Further learning packs covering three additional curriculum themes will be released from the end of March until early May.

These learning packs target learners in Years 1-3, 4-6, 7-8 and 9-10. They are designed flexibly to be used in the classroom and at home, with and without digital devices.

Ventilating teaching spaces in cold weather

We have updated our guidance for schools on ventilating teaching spaces in cold weather.

Ventilation on colder days – Te Mahau

Natural ventilation performs better in colder weather, which means you can partially open windows and doors when it's cold outside and achieve the same or better ventilation than fully opening windows and doors when it's warm outside.

The goal is still to allow the flow of fresh outdoor air to minimise the risk of COVID-19 airborne transmission, while balancing this with maintaining a comfortable temperature in indoor spaces.

Our advice has been endorsed by a panel of independent experts and includes operational changes you can make that will help to strike this balance.

Additional classroom ventilation toolkits

We will soon have more portable CO2 monitors available for schools with rolls over 250 students.

We are expecting these to be ready for distribution in April. If your school has more than 250 students and is eligible, we will get in touch with you once they are ready to ship.

If you have any questions or concerns about ventilation, please contact ventilation.mailbox@education.govt.nz.

Border exception for international students: Application process

The Implementation Framework for the fourth border exception for international students has been finalised and contains information about the allocation of places to schools, the criteria required for nomination of students to these places, and all associated processes.

Border class exception for international students – Ministry of Education

Information has been provided to peak body representatives to distribute to their members. If you are a school that is not aligned to SIEBA or ISNZ, you can request a copy of the Implementation Framework, application for places forms, and information sheets from Education New Zealand at c4schools@enz.govt.nz.

Applying for places

The application for places is an opportunity for schools to indicate the number of places they wish to use. This will be used to confirm the number of places each school will be able to use.

The deadline for applications is 5pm Tuesday 22 March.

We plan to notify applicant schools of the outcome of the allocation of places process in the week beginning Monday 28 March. It is also planned for the nomination process to open for those places during this week.

COVID-19 website information has moved

As you know, Te Mahau is a part of Te Tāhuhu o te Mātauranga | The Ministry of Education and provides localised services and support through your local Te Mahau office.

The COVID-19 information and guidance previously housed on our main Ministry of Education website has been moved to the Te Mahau website.

COVID-19 – Te Mahau

Pages related to COVID-19 on our main site will be automatically redirected to the COVID-19 landing page on Te Mahau. Please update your bookmarks.

New look: Learning Management System

We are pleased to announce the new-look Learning Management System (LMS) will be available **tomorrow 16 March**.

Login – Learning Management System

New features available include:

- access to learning content via a catalogue
- new classifications to enable filtering of learning content
- easier access – you can now use your Education Sector Logon (ESL) to login.

Applications opening for mathematics and statistics PLD

Applications for Just-In-Time Maths (JITM) support will open this Thursday 17 March.

Teachers of learners in Years 4 to 8 are eligible to participate in this programme. Schools and kura can nominate up to two teachers to receive this support.

Your school's PLD Leader (with the corresponding permissions in ESL) will be able to apply for your school.

For key dates and information about this support and access to the application form, please visit the PLD website.

Just-In-Time Maths PLD support – Professional Learning & Development

Delivery is scheduled to begin in Term 2 and run until the end of Term 4.

Māori-medium support

For Māori-medium settings, Mauri Tū Mauri Ora is also available.

Mauri Tū Mauri Ora is a suite of education initiatives available nationally and focussed on accelerating progress and achievement of ākonga in te reo Māori education pathways in te reo matatini and pāngarau.

Mauri Tū Mauri Ora providers work alongside kaiako, kura, whānau and community to identify and support ākonga who require extra support to accelerate te reo matatini and pāngarau learning.

To request support or for further information, contact Tereo.Programmeoffice@education.govt.nz.

Additional support for teaching maths

To ensure teachers and leaders are able to access quality guidance and support for teaching maths, we are rolling out a support package for use during 2022.

This will include written guidance and workshops for school leaders around leading maths effectively.

This will be available in Term 2.

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HE PITOPITO KŌRERO

TE TAKANGA O TE WĀ & AOTEAROA NZS HISTORIES

17 March 2022

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FOREWORD

Tēnā koe me ngā āhuatanga o te wā,

I tēnei rā, i whakapuakina e te Pirimīa Jacinda Ardern rāua ko Te Minita mō Te Mātauranga Chris Hipkins ngā akoranga marautanga pūmau o Te Takanga o Te Wā me Aotearoa New Zealand's histories.

Ka kapi katoa ngā tātai kōrero o ngā tāngata katoa e noho nei i Aotearoa i te marautanga hou, ā, hei whakatenatena ōna kaupapa i ngā kura kia hua ake he marautanga ā-kura hāngai ki ngā tātai kōrero o ō rātou hapori.

E mōhio ana mātou he tini anō koutou ka ngākau-nui ki ēnei akoranga marautanga hou, me tō mātou hiahia kia noho mōhio koutou ki ngā mea katoa e tika ana.

I tēnei whakaputanga motuhake, ka kitea e koe ētahi kōrero mō te whakapuaki, ka kitea ngā akoranga marautanga ki hea, āhea hoki ka whakatinanatia e koe, e ai ki ngā whakaritenga. Ka kitea hoki he pōwhiri kia tū koe ki te kōrero mō ngā akoranga hukihuki mō ngā pūtaiao pāpori, me te Matakite mō Te Rangatahi.

Greetings to you on this occasion,

Today Prime Minister Jacinda Ardern and Education Minister Chris Hipkins announced the release of the final Te Takanga o Te Wā and Aotearoa New Zealand's histories curriculum content.

The new curriculum embraces the histories of all the people who live in Aotearoa New Zealand and encourages schools and kura to develop local curriculum and marau ā-kura that reflect the histories of their communities.

We know there will be much interest and excitement in this new curriculum content, and we want to make sure you have the information you need.

In this special bulletin, please find more information about the announcement, where you'll find the curriculum content and when you're expected to implement it. You'll also find an invitation to have your say on the draft content for social sciences and the draft Vision for Young People.

Ngā manaakitanga,

Ellen MacGregor-Reid

Hautū | Deputy Secretary

Te Poutāhū | Curriculum Centre

Ka kitea ngā akoranga o Te Takanga o Te Wā me Aotearoa New Zealand histories ki hea

Ki te hiahia koe ki te mātaki ki te kauwhau a te Pirīmia kei reira nei ētahi kupu kōrero mō te whakarewanga, ki te pānui rānei i te whakaputanga pāpāho a Chris Hipkins, ka taea te pānui i konei:

[Te Takanga o Te Wā Aotearoa New Zealand histories announcement – Aotearoa NZ's Histories](#)

[Te Takanga o Te Wā Aotearoa New Zealand histories media statement – Aotearoa NZ's Histories](#)

Where to find Te Takanga o Te Wā and the Aotearoa New Zealand histories content

If you'd like to watch the Prime Minister's speech, which references the launch, or read Minister Hipkins' media statement, you can do so here:

[Te Takanga o Te Wā Aotearoa New Zealand histories announcement – Aotearoa NZ's Histories](#)

[Te Takanga o Te Wā Aotearoa New Zealand histories media statement – Aotearoa NZ's Histories](#)

Te Takanga o Te Wā

[Kimihiā ngā akoranga o Te Takanga o Te Wā ki Kauwhata Reo, ki konei – Kauwhata Reo](#)

[Te Takanga o Te Wā – Kauwhata Reo](#)

[Video: Minister Davis – Kauwhata Reo](#)

Aotearoa New Zealand's histories

[Kimihiā ngā akoranga o Aotearoa New Zealand histories ki konei – Aotearoa NZ's Histories](#)

[Aotearoa New Zealand histories content – Aotearoa NZ's Histories](#)

Ētahi atu korero

Ko te tūranga o Te Poutāhū | Curriculum Centre i roto i te whakatinanatanga o Te Takanga o Te Wā me Aotearoa New Zealand's histories he whakaatu hautūtanga marautanga tino pakari, waihoki ko te horanga pūkenga me te whakahoā atu mō The New Zealand Curriculum, Te Marautanga o Aotearoa me Te Whāriki, me te tāpae i te toi o ngā pūkenga whakaako.

Me he pātai āu tēnā īmēra mai AotearoaNewZealandHistories@education.govt.nz

Further information

The role of the Te Poutāhū | Curriculum Centre in the implementation of Te Takanga o Te Wā and Aotearoa New Zealand's histories is to provide strengthened and inclusive curriculum leadership, expertise and partnering for The New Zealand Curriculum, Te Marautanga o Aotearoa and Te Whāriki, as well as providing expertise and resources for quality teaching.

If you have any questions, please email AotearoaNewZealandHistories@education.govt.nz

Te whakatinana i ngā akoranga

Nā runga i te mōhio ki te pānga o COVID-19, kua whakaraupapa anō mātou te whakatinanatanga o ngā akoranga hou.

E kore e whakatinanatia e ai ki tā mātou titiro i mua i te Wāhanga 1 2023 i roto i ngā kura.

Te tikanga o tēnei, mō ērā o koutou kua rite, kua pakari, ka āhei hoki ki te whakamahi i ēnei akoranga i tēnei tau, kei te wātea ki a koutou. Mō ērā e kore nei e taea i tēnei tau, ka taea e koe te whakamahi ngā rauemi me ngā whāinga wāhi whakapakari ngaio hei takatū mō ō whakamahere, kia rite katoa hoki mō te Wāhanga 1 2023.

Implementing the content

In recognition of the impact COVID-19 is having, we have rephased the implementation of the new content.

We don't expect it to be implemented in schools across Aotearoa New Zealand until Term 1 2023.

This means that those of you who are well-placed to use the content this year have the option to do so. For those who aren't, you can use the available resources and professional learning opportunities to help with your planning and get ready for Term 1 2023.

He tautoko i tō whakamahere, i tō whakatinana rānei

Mā roto i tēnei wāhanga, ka whiwhi akoranga, rauemi tautoko hoki i tō whakamahere, whakatinana hoki.

Ka whakawāteatia haeretia ētahi atu tautoko, rauemi hoki puta noa i te tau, tae atu ki ētahi kōwae ako tuihono, wānanga ipurangi, me ngā tautoko a ngā Kaiarataki Marautanga hei āwhina i te whakamahinga o ngā akoranga hou me te tuituinga o ngā tātai kōrero ā-takiwā.

Support for your planning and implementation

Throughout this term, you'll receive the content and initial supporting resources to support your planning and implementation.

Further support and resources will continue to be released throughout the year, including online learning modules, webinars and support from Curriculum Leads to help with using the new content and integrating local histories.

Whakaputaina ō whakaaro: Ngā akoranga pūtaiao pāpori hukihuki

I te taha o te whakarewanga o ēnei akoranga marautanga hou, kei te whakaputaina hoki e mātou ngā akoranga pūtaiao pāpori hukihuki.

Kei te rapu whakaaro mātou mō ngā akoranga hukihuki – tēnā, tukua mai ō koutou whakaaro.

Kei te rapu mātou i ētahi kaimahi, takitahi, tokorua rānei hei māngai mō ia kura. Ka whakakā e rāua tētahi puka rēhita (kei raro iho nei) ā, ka tae atu hoki ki tētahi awheawhe tuihono.

I tēnei awheawhe, ka hoatu mōhiotanga mātou ki ngā māngai kia pai ai tā rātou whakahaere wāhanga urupare i tō rūma kaimahi. I muri i tērā, e wātea ana ki te katoa kia whakakā i tētahi uiuinga hei homai i ngā whakaaro o tō kura mō ngā akoranga hukihuki.

Have your say: Draft social sciences content

Alongside the launch of this new curriculum content, we are releasing the draft social sciences content.

We're seeking feedback on the draft content – and we want to hear from you.

We're after one to two staff members to represent each school. They'll complete a registration form (below) and attend an online workshop.

At this workshop, we'll provide representatives with information so that they can facilitate a feedback session in your staffroom. Following this, everyone will have the opportunity to complete a survey giving your school's feedback on the draft content.

Me pēhea au e rēhita ai?

Kei te hiahia koe ki te whakaputa kōrero, kia rangona hoki ō whakaaro? Tātou ka whakahou i The New Zealand Curriculum.

Ka wātea te toronga whakaaro taea noatia te Paraire 3 Pipiri/Hune.

How do I register?

Want to have your say and make your voice heard? Let's refresh The New Zealand Curriculum together.

Consultation will be open until Friday 3 June.

[Draft social sciences and Vision for Young People content – Have Your Say](#)

[Social sciences refresh – Vimeo](#)

[Social sciences refresh \(NZSL\) – Vimeo](#)

Mā te ākonga nā te ākonga: Te Kitenga mō te Rangatahi

Kātahi anō tātou ka whiwhi Matakite Hukihuki mō te Rangatahi – he tauākī nā ngā ākonga i tuhi, mō rātou anō.

Kei te hiahia mātou ki te rongō kōrero mai i ngā ākonga puta noa i te motu.

By ākonga for ākonga: The Vision for Young People

For the first time ever, we have a draft Vision for Young People written by ākonga for ākonga within the refresh of The New Zealand Curriculum.

Now we want to hear from students across the country.

Me pēhea au e whai wāhi ai?

He tono tēnei nā mātou ki a koe, kia tiria te Matakite mō Te Rangatahi hukihuki ki ō ākonga.

Kia oti te tauākī hukihuki te tiro tiro e rātou, ka whai wāhi ngā ākonga ki te whakakī i tētahi uiuinga, ki te tuku whakaaro mai. Kei te āhua tonu o te pakeke o ngā ākonga, me tautoko pea koe i a rātou kia pēnei:.

Ka wātea te toronga whakaaro taea noatia te Paraire 3 Pipiri/Hune.

How can I get involved?

We're asking you to share the draft Vision for Young People with your students.

After reviewing the draft statement, students will be given the opportunity to complete a survey and provide feedback. Depending on how old the students are, you may need to support them to do this.

Consultation will be open until Friday 3 June.

[Vision for Young People – Have Your Say](#)

[Vision for Young People – Vimeo](#)

[Vision for Young People \(NZSL\) – Vimeo](#)

[Vision for Young People \(NZSL without music\) – Vimeo](#)

Released under the Official Information Act 1982

HE PITOPITO KŌRERO

UPDATE - 22 MARCH 2022

22 March 2022

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FOREWORD

E ngā ringa raupā, kei ngā whare ako puta noa i te motu, tēnā koutou, tēnā koutou, tēnā koutou katoa.

Greetings and acknowledgements to all of you working hard in your learning environments.

Amongst everything else going on, those of you in Tāmaki Makaurau and Tai Tokerau have also had to combat heavy storms and rain over the last few days. I know some have been impacted heavily by this, so I hope today finds you safe.

Late last week I understand many of you received an Official Information Act request regarding sexual orientation and gender identity. In today's bulletin we have guidance for responding to OIAs.

We also have information about the online process for applying for disregarded sick leave, and a message from Pouarataki. Pouarataki has been established to provide proactive, strategic support and guidance.

Although we had the very best of intentions to move to one bulletin a week, you'll know that tomorrow there are announcements being made by Cabinet on the COVID-19 Protection Framework, My Vaccine Pass requirements and vaccination mandates. We'll send a bulletin with guidance on any changes which impact you and any other COVID-related matters.

Hei āpōpō,

Iona

Applying for disregarded sick leave

As noted in our bulletin on 10 March, disregarded sick leave is available to teachers and principals who have contracted COVID-19 and who are required to take sick leave during the period they are instructed

to isolate.

Using disregarded sick leave for COVID-19 – School Bulletin 10 March

Disregarded sick leave – Te Mahau

How to apply

When the teacher or principal returns to work, your school or kura (the employer) will need to request disregarded sick leave for COVID-19 on their behalf.

An online application form has been created to make this process easier. Please use this form for future applications.

Online application form for disregarded sick leave – Te Mahau

Schools and kura will need to hold a record of the evidence that the period of leave was due to the teacher or principal contracting COVID-19.

Assistance with your Education Service Login

To access the application form, schools and kura will need to have up-to-date Education Service Login (ESL) credentials.

Step-by-step instructions on how to update your ESL [PDF, 809 KB]

If you need any further assistance with the Education Service Login (ESL), email service.desk@education.govt.nz or phone 0800 422 599.

Reminder: PLD for hybrid learning

We are continuing to offer up to 25 hours of additional professional learning and development (PLD) to any school or kura that needs it to enable the continuation of quality learning both in school and off site.

Hybrid learning PLD support – Professional Learning & Development

These hours are outside of the normal regionally allocated PLD rounds to ensure you can get immediate support for hybrid learning. To access the PLD, please contact your Te Mahau PLD team to discuss your request for support.

Contact details for regional PLD teams – Professional Learning & Development

In agreement with your Te Mahau team, you'll need to write a short proposal outlining your request. Once you've received confirmation of approval, you'll be able to allocate the hybrid learning support hours to your chosen facilitator and begin organising delivery of the PLD.

If you have any questions or to let us know you've completed a completed proposal, email PLD.enquiries@education.govt.nz. Please include your proposal number (that is, PROP-00xxxx).

Ministry-funded internet connections

As you know, all learner households who have been provided with internet access as part of the COVID-19 support plan have had their free access extended until 30 June.

Now, as part of our ongoing support to help learners stay connected during ongoing disruptions, we want to confirm which learners still require connectivity support.

What do you need to do?

If your school or kura is in the programme, you will have received an email last week containing a spreadsheet that lists all your learners who have been allocated a household connection.

Please update and return the spreadsheet by Friday 8 April. If there are no changes, send us a short update by email: eda@education.govt.nz.

Please note, we acknowledge the current COVID-19 outbreak has put significant pressure on you. As such, we have tried to minimise the effort required for this request. If you are too busy to provide an update at this time, we will continue to fund all your existing learner connections until 30 June.

Get in touch

If you need help with this return or have students who require internet connections to support their home learning, please contact our Equitable Digital Access team on 0800 783 744 or eda@education.govt.nz.

Update on booster shots for people under 18

We've had a number of enquiries about access to boosters for under 18s.

The Ministry of Health has provided the following information.

- COVID-19 booster vaccines are not yet approved by Medsafe for people under 18 years of age and are not currently part of our COVID-19 national vaccination programme.
- Pfizer has recently applied to Medsafe to reduce the age threshold for boosters for the Pfizer vaccine, which is the preferred booster vaccine for use in New Zealand. A decision is expected shortly. We will tell you more about this as soon as we have more information.
- In the meantime, tertiary students under the age of 18 might be able to get a prescription for a booster from their GP. As with other medicines, vaccines can be used outside of Medsafe approval (that is, 'off label') if they are prescribed by an authorised prescriber.
- It's recommended that you discuss your situation with your GP or specialist. Appointments to discuss COVID-19 vaccine options, and all COVID-19 vaccines, are free.

Household contacts testing positive at different times

The Ministry of Health has provided further clarity on when household contacts should isolate.

What does it mean if I am a household contact? – Ministry of Health

For households where someone has COVID-19, the Ministry of Health recommends you apply the following guidance.

- If someone becomes a confirmed COVID-19 case, then that case and all other people in their household must isolate for seven days.
- If someone else in the household then tests positive for COVID-19 during those seven days:
 - the isolation period for that person only re-sets – that person must isolate for an additional seven days from the day they test positive or symptoms begin
 - other household contacts who do not test positive are still able to leave isolation after the original case has completed their seven days isolation.
- For the next 10 days after a household completes seven days isolation, evidence shows that due to their exposure to COVID-19 they are less likely to catch or transmit the virus This means:
 - if someone else in the household tests positive within those 10 days, the whole household will not have to re-isolate, only the positive case
 - if someone else in the household tests positive and it has been more than 10 days since the household completed isolation, household contacts should re-isolate along with the new case for seven days.

- Any person who has had COVID-19 within the last 90 days/three months will not need to isolate as a household contact unless they become symptomatic and test positive again. This is because reinfection rates for people who have had COVID-19 are low for the three months after they have the virus.

Remember, Day 0 for isolation is the day symptoms began or the day the positive test was taken (whichever came first). You should then count your seven days from there.

Official Information Act request on sexual orientation and gender identity

We're aware that an Official Information Act (OIA) request has been sent to some schools seeking information about sexual orientation and gender identity. It requests information about external organisations, groups or individuals who have provided advice on these topics.

As you will all be keenly aware, schools and kura are required to provide and promote a safe and inclusive environment for all students, including rainbow students.

We know it is a responsibility you take very seriously – and this responsibility also includes protecting the privacy of individual students.

What can you do with the request?

Any person or organisation in New Zealand can request information held by a school board under the Official Information Act 1982.

If a request is overly broad or the scope is unclear, boards have the option of seeking clarification or refinement from the requestor. Note, if you do so within seven working days of receipt of the request, the timeframe for responding to the request 'resets' on the date that you receive further clarification.

The Official Information Act also provides grounds for refusal in instances where responding would involve substantial collation or research. For example, this may be in instances where there is a large amount of information to search through or it's not readily available in a single system.

However, it's good practice to seek a refinement of the scope of the request before you pursue that option – the Ombudsman notes that refusing a request on these grounds should be a last resort.

If there is no information in the scope of the request for your school, the Act provides grounds to refuse the request on the basis that the information requested does not exist.

It also provides various grounds to withhold information, such as where release would breach the privacy of a 'natural person'.

We would be very concerned about the release of any information which might identify or breach the privacy of individual students in this context. As such, it's important to consider very carefully what information is held in scope and what may need to be withheld or refused under one or more of the grounds in the Act. Additionally, it's important to note that withholding under Section 9 of the Act needs to be weighed against the public interest in releasing the information.

Further support for boards who receive an OIA

We encourage any schools or kura who receive this request to contact NZSTA or Te Rūnanga Nui as the appropriate bodies to provide case-specific advice and support to boards on meeting their governance obligations.

1 April 2022 settlement funding

As part of the 1 April 2022 operational grant instalment, schools and kura will be receiving their next instalment of funding for the support staff in schools and teacher aide pay equity settlements.

Funding instalments 2022 – Ministry of Education

Letters will be available on the School Data Portal from this Friday 25 March outlining the following:

- final 2021 wash-up including a breakdown of the calculation
- Quarter 2 instalment for 2022
- teacher aide exceptional translation funding (ETF), including a breakdown of the calculation.

For any queries about the settlement funding, please contact teacheraide.payequity@education.govt.nz.

Managing school finances: Internal control checklist

It's important for your school to have a strong system of internal controls around your finances. Internal controls reduce the risk of fraud and theft, prevent and detect errors and ensure the integrity of your school's financial information.

We have produced an internal control checklist and a segregation of duties matrix which you may find useful when assessing the adequacy of your internal controls.

Managing school finances and internal control resources – Ministry of Education

Further guidance on internal controls can be found in section 7.2.5 of the Financial Information for Schools Handbook.

Financial Information for Schools Handbook [PDF, 2.1 MB]

If you have any questions on these tools or internal controls in general please contact your school finance advisor.

Working with Ministry-contracted building inspectors

In May this year, more than 600 schools will have building warrants of fitness (BWOFs) due.

Building warrants of fitness for school facilities – Ministry of Education

Our contracted building inspectors will work with you to identify a convenient time to visit your school site, but to complete the required inspections it is important that they have access to your school during normal school hours.

Inspections are a requirement of the Building Act and by law. They are also an essential part of ensuring that school buildings are safe to occupy so that your board can continue to meet its health and safety responsibilities. A BWOF inspection will need to happen approximately six weeks before it expires.

All our contracted building inspectors must comply with vaccine mandate requirements and are police vetted. Be assured that they will work with you to ensure minimal disruption to classes and minimise risks around COVID-19.

New leadership group: Pouarataki

Te Mahau is providing one day of release time per week for a group of principals to provide proactive, strategic support and guidance to the education sector in response to and learning from COVID.

Pouarataki is self-guided and has prepared the information below.

Note, this was previously released by Directors of Education.

Pou Arataki | Pouarataki

The concept of a 'pou' is premised on the pou as a significant marker – a recognisable pillar or signpost. Pou are significant also because they are pillars of learning.

Each marae has pou that are storyboards for both past and future. They connect the present to the past and direct into the future. The power of pou is about learning.

Arataki is to lead. Therefore, Pou Arataki or Pouarataki is to lead learning.

What is the purpose of Pouarataki?

Among the challenges, many schools have also experienced a great deal of success in dealing with learning throughout the pandemic. The Pouarataki leadership group will amplify these successes and provide and encourage pedagogy that will help grow our capacity to deal with uncertainty.

We will also provide support with deliberate crisis leadership strategies that are tailored to align with balancing community needs, teaching and learning approaches, and the wellbeing of ākonga, whānau and staff.

Please note, this group is not aimed at answering specific questions – it's not a helpline. There are many avenues for support and guidance that are specific to COVID-19, and the first port of call for specific questions is always your education advisor.

NZEI, PPTA, SPANZ, NZSTA and Te Rūnanga Nui are there for employment and human resource matters, and your principal organisations and clusters continue to be available for collegial and mentoring support.

Who is in Pouarataki and what does the group do?

We are leaders from a variety of contexts across the sector. Many of the group have navigated our way through the challenges of the past few years with direct experience of the issues at hand.

We meet regularly and are supported by Ministry of Education staff in an example of Te Mahau and the education sector collaborating closely, and learning from and with each other.

The group is:

- Ripeka Lessels, Te Whata Tau o Putauaki
- Marian Caulfield, Mt Albert Primary School
- Davida Suasua, Tangaroa College
- Saane Faafo-Oldehaver, Weymouth Primary School
- Wayne Jenkins, Ross Intermediate School

- Maurie Abraham, Hobsonville Point Secondary School
- Bruce Jepsen, Te Akau ki Papamoa School
- Sandy Hastings, Beckenham Te Kura o Pūroto
- Stephen Lethbridge (group convenor), Point Chevalier School | Rangimata-rau
- Bronwyn Cheyne, COVID-19 Response Advisor, Te Mahau | Te Tai Raro
- Alan Munro, Principal Advisor, Te Mahau | Te Tai Whenua
- Garry Williams, Manager Education Renewal, Te Mahau | Te Tai Runga

We will provide more information in the coming weeks about how we will share the many good examples and approaches from around the country that have been successfully implemented to meet the hybrid learning challenge.

We are also working through how we will engage with leaders, clusters and regional organisations.

If you have any questions or needs, please email pouarataki@education.govt.nz.

New NCEA literacy and numeracy resources now available

As part of the comprehensive package of changes that are being implemented to strengthen NCEA, new standards will credential foundational literacy and numeracy or Te Reo Matatini me te Pāngarau.

Understanding how NCEA requirements are changing – NCEA Education

These standards are currently scheduled to become a mandatory part of NCEA from 2023.

To help teachers and learners prepare for the changes, we have developed new teaching and learning resources for literacy and numeracy, including subject-specific guidance for teachers and a students' guide to the new NCEA co-requisite.

New video content and action plan templates for Te Reo Matatini me te Pāngarau can also be accessed from our website.

See the relevant pages for more information:

Literacy – NCEA Education

Numeracy – NCEA Education

Te Reo Matatini – NCEA Education

Further support NCEA literacy and numeracy

Below are two tools in a range of options that are available to support teaching and learning in the classroom.

Additional tools include the Learning Progression Frameworks, e-asTTLe, and PATs, and further resources will be made available on the NCEA Education website in Terms 2 and 3.

Supporting teaching and learning in Te Reo Matatini me te Pāngarau – NCEA Education

Teachers should choose the tool most appropriate for their learners.

Progress and consistency tool (PaCT)

The Progress and Consistency Tool (PaCT) has updated functionality to help kaiako gauge whether learners are ready for the new standards.

Supporting progress – Curriculum Progress Tools

For more support, you can access online resources and PLD on the curriculum progress tools support page, speak to experts in your school support networks, or speak with your education advisor about accessing regionally allocated PLD.

Support – Curriculum Progress Tools

Pathways Awarua

Pathways Awarua is available for all secondary schools to use free of charge to build the literacy and numeracy capabilities of their learners.

Literacy and numeracy pathways – Pathways Awarua

Pathways Awarua includes interactive and contextualised reading, writing and numeracy modules, levelled where applicable to The New Zealand Curriculum.

Pay equity claim update: Librarians and science technicians

Alongside NZEI Te Riu Roa and as part of the pay equity claim process, we have been investigating the work done by librarians and library assistants and science technicians in schools and kura around the country.

So far, we've completed 64 research interviews with librarians, library assistants and their supervisors and 52 research interviews with science technicians and their supervisors.

We have analysed this data to come up with a draft 'general areas of responsibility' (GAR) document for each claim. These documents attempt to capture the range of work these staff do.

Did we get it right?

We are now seeking feedback from you to check whether there are any significant gaps in our findings.

It's important that we capture the broad range of responsibilities and activities carried out by these workforces, so that they are represented in the assessment of these pay equity claims.

You can view the draft general areas of responsibility and add your feedback online on our consultation space.

Have your say: Librarians and library assistants – Ministry of Education

Have your say: Science technicians – Ministry of Education

All feedback must be submitted by Tuesday 5 April.

If you prefer, you can delegate this task to someone who works closely with your librarian, library assistant or science technician, for example, your school's head of department. Or feel free to delegate to your librarian(s), library assistant(s) or science technician(s) to fill in on behalf of your school.

For assistance or if you have any questions, please contact the Pay Equity Team on 0800 PAY EQUITY (729 378) or school.payequity@education.govt.nz.

Join us: New digital security webinar series

Our Digital Security team are hosting a series of online webinars to guide your school on best practice security configurations.

Register your interest – Microsoft Forms

Throughout the series, you'll be equipped with information that will help you reduce risk and potential security breaches and assist in keeping staff and students safe online. Google and Microsoft have been

working with us to collate security recommendations and will advise how to configure settings for your school domain during the webinar.

The series is aimed at school leaders and both internal and external school IT administrators, with the first webinar covering identity and authentication.

You can choose from one of two dates for this presentation:

- Tuesday 5 April 3:30-4.30pm
- Thursday 7 April 3:30-4.30pm.

Presentations will be recorded and made available later.

Microfocus software is expiring

The current Ministry-funded software agreement with Microfocus expires in June – please pass this information onto your school IT administrators as soon as possible.

If your school currently uses this software, can you please email ictvendor.agreements@education.govt.nz and include:

- your school's name and number
- the products and quantity you are using
- your contact details.

We are exiting this agreement and will work directly with any impacted schools.

 MOE branding

HE PITOPITO KŌRERO

CHANGES TO THE COVID-19 PROTECTION FRAMEWORK

23 March 2022

IN THIS BULLETIN ISSUE

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Implications for your employment processes

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FOREWORD

Tēnā koe i tēnei ahiahi,

This morning the Prime Minister announced changes to the COVID-19 Protection Framework which will take effect from 11.59pm this Friday 25 March, and to vaccine mandates and My Vaccine Pass, which will take effect from 11.59pm Monday 4 April.

These changes reflect the science and public health advice, and where New Zealand has moved to in our Omicron response.

Overall, we are now a highly vaccinated country. While cases remain high, the timing for change reflects that New Zealand is moving into a post-peak phase and our hospitalisations are anticipated to be in a similar position very soon.

New Zealand remains at Red. However, Cabinet will review the framework colour level on Monday 4 April.

We know that for some in your community, these changes may cause some angst. As the Prime Minister noted, everyone is safer as a result of New Zealand's COVID-19 response, but everyone is tired and fatigued.

We will continue to support you to have conversations with your community starting with further information below about how these changes will impact you.

The details of the changes will be confirmed through a Health Order. If there are any changes that occur through the Order we will update you through future bulletins.

In discussion with education sector representatives this morning, Minister Hipkins passed on a message of thanks to you. He noted how well you have adapted to the changes and challenge.

I echo this message. Thank you all for your continued focus on keeping children and young people engaged in learning and as safe as possible.

Ngā mihi maioha,
Iona

Overview of the key changes

The key changes are as follows.

COVID-19 Protection Framework, My Vaccine Pass and vaccination mandates

- The removal of vaccination mandates for education workers will take effect from 11.59pm Monday 4 April.
- On the same date, removal of the My Vaccine Pass from the COVID-19 Protection Framework (traffic light system).

- There is no requirement to display QR code posters (although we encourage you to retain them) or have other processes, other than your regular processes, to support people to check-in. This system may need to return if case numbers rise.

Red

- There is no change to masks in education settings from the existing Red setting: Medical-grade masks remain a requirement for staff working indoors with children and young people in Years 4 to 13.
- For all New Zealanders, including in school settings, masks will not be required outdoors.
- Capacity limits will be removed for outdoor events and activities.
- Indoor capacity limits for extra-curricular activities increase to 200 people, or a maximum capacity based on the maximum number of people who could occupy the space if each person was one metre apart (whichever is lower).

Orange

- There is no change to masks in education settings from the existing Orange setting. Masks are strongly encouraged to be worn when indoors and are required for children aged 12 and over on school transport.
- As at Red, there will be no requirement to wear masks when outdoors.
- There will be no outdoor capacity limits.
- Indoor capacity limits are also removed. However, for non-curriculum related events and activities you are strongly encouraged to use allocated seating for large events (such as those with more than 500 people) or apply a maximum capacity limit based on the maximum number of people who could occupy the space if each person was one metre apart.

Green

- There will be no face mask requirements and no capacity or gathering limits in any setting, indoors or outdoors.

Guidance on mandatory vaccination requirements ending

From 11.59pm on Monday 4 April, all workers in early learning services, schools and kura will no longer be required to be vaccinated to work with children or students, or to work on site where children and young people might be present.

Volunteer workers will also no longer be required to be vaccinated.

Why this change has been made

High rates of vaccination are effective in keeping our tamariki in our schools and kura protected from COVID-19.

The vaccine mandates have been central in getting us to this point, but mandates need to be reviewed regularly to ensure they remain fit for purpose and are proportionate to the risks, as well as reflecting the other safety measures that are in place.

The Government's decision is based upon the assessment that the mandates are no longer appropriate given where New Zealand is at in our Omicron response.

Moving forward

Given this context, including that your workforce is highly vaccinated, your school will need to consider what work, if any, will continue to need to be undertaken by a vaccinated worker.

There may be some specific roles within a school where vaccination is needed to provide the greatest level of protection for those most vulnerable – an example of this may be where staff work in close contact with an immunocompromised child or young person. There may also be other work that, after careful consideration, your school board considers requires vaccination.

It is unlikely that many schools would determine through this risk assessment process that all workers (paid and unpaid) will need to be vaccinated. It is important that you work with your staff and their representatives when identifying health and safety risks and how these will be managed. Your community is likely to want to understand if vaccinations are required and, if so, why this is the case.

You can continue to ask workers about their vaccination status if you have a good reason to do so – for example, they are undertaking work which your health and safety assessment has identified requires vaccination as one of the measures to control these risks. However, as vaccination is personal information employees will no longer be required to disclose this to you.

Assessing whether roles should require vaccination

Further advice around assessing if specific work requires a vaccination is available from WorkSafe.

How to decide what work requires a vaccinated employee – WorkSafe

MBIE and WorkSafe are also updating their guidance to reflect the removal of vaccine mandates, to support your risk assessment process. We will provide that updated information to you as soon as it becomes available.

The risk assessment guidance we have provided can also support you to look at other measures outside of mandating vaccinations where you have identified some areas where your children, students and staff might be more vulnerable to severe illness from COVID-19.

Risk assessment and planning for COVID-19 – Te Mahau

Continuing to encourage and support vaccination in your community will certainly be one measure you can use to add to those other layers of protection, and we will work with the Ministry of Health to support you to do that.

Implications for your employment processes

The vaccine mandate removal has implications for your employment practices.

Once the mandatory vaccination requirements are removed, any employment processes which are underway because an employee is not vaccinated should cease.

If your school board is currently involved in such an employment process, please seek advice from NZSTA, Te Rūnanga Nui or your employment advisor.

We acknowledge that it will be a difficult period as we move away from the vaccination requirements.

To help with this we have provided answers to anticipated questions about the management of staff when vaccinations are no longer mandatory.

Further information and FAQs – Te Mahau

Other changes to the COVID-19 Protection Framework

My Vaccine Pass (MVP) requirements will be removed from the framework at 11.59pm Monday 4 April.

However, it may still be used by some businesses to allow only vaccinated people on premises (but only following a risk and health and safety assessment process).

Passes will be updated to reflect boosters and existing prohibitions from using My Vaccine Pass will continue to apply for education and other settings (for example, supermarkets, pharmacies).

Other more minor impacts for schools are primarily related to managing non-curriculum related events and activities under the different colour settings of the framework, such as capacity limit changes and revised mask requirements.

We will provide further information on these changes once the health order amendments are confirmed and Government advice is updated for businesses and services in regard to removal of the MVP from the framework.

 Bulletins COVID logo

Released under the Official Information Act 1982

HE PITOPITO KŌRERO

UPDATE - 29 MARCH 2022

29 March 2022

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FOREWORD

Ahiahī mārie,

This week we have entered the latest phase of Aotearoa New Zealand's response to COVID-19. Although the new Red is a more simplified version than what we knew last week, it's a good time to remember that we are still in Red.

Although South Island numbers are continuing to climb, it is good to see the overall decline.

But with winter approaching, there is, however, potential for more pressure on the health system, not just from COVID-19, but from the flu and other diseases such as RSV and measles.

Please encourage your communities to get their boosters, to get flu vaccinations, and to make sure childhood immunisations such as MMR are up to date.

Kia maiea tō rā,

Iona

Changes to the COVID-19 Protection Framework

A reminder that although milder than Delta, Omicron is not a mild illness and we continue to see high daily case numbers. More than 800 people are currently in hospital with COVID-19.

As such, we remain at Red. All your existing layers of protection will need to stay in place.

The risk assessment guidance we have previously provided summarises the measures needed at each colour setting of the framework.

Risk assessment and planning – Te Mahau

You can use the guidance to determine whether, in your context, there are any other measures you may wish to use to mitigate risk for your community.

Guidance is expected this week from Employment New Zealand (MBIE) and Worksafe which will support you to review whether any roles in your school will require someone to be vaccinated. We'll let you know as soon as this information is available.

What the key changes are

The key changes to the COVID-19 Protection Framework impacting schools are:

- removal of My Vaccine Pass from the framework effective from 11.59pm Monday 4 April (see item below)
- and from 11.59pm last Friday 25 March:
 - removal of any outdoor capacity limits at all colours of the framework
 - increased capacity limits when indoors at Red, moving from 100 to 200 (but still allowing for one-metre spacing) and no capacity limits indoors at Orange and Green
 - no requirement to display QR codes at any setting (but be ready to use them again in the future)
 - no need to have alternate check-in systems for COVID-19 beyond your usual visitor register processes
 - no mask requirements when outdoors (but masks remain a requirement indoors for staff and children/students in Years 4-13 when at Red)
 - additionally, masks are strongly encouraged to be worn at Orange.

The information on our website has been updated to reflect the changes to the framework for Red, Orange and Green. This is also summarised in one document for ease of reference.

COVID-19 Protection Framework for schools and kura – Te Mahau

Letter template to support attendance

We have drafted a letter template to support your communications with your community, which can be edited to meet your needs.

Template letter: Update to parents and caregivers – English [DOCX, 21 KB]

Template letter: Update to parents and caregivers – te reo Māori [DOCX, 21 KB]

Webinar: Updating your health and safety assessment

This week we are holding three webinars alongside NZSTA to help you to update your kura or school's health and safety assessment.

The main purpose of this is to review whether any work in your school or kura requires someone to be vaccinated.

When are the webinars happening?

Webinars are happening on Thursday and Friday this week. Each webinar will be an hour long and will include a 40-minute presentation with additional time for questions.

Session one: 10-11am Thursday 31 March

Session two: 3.30-4.30pm Thursday 31 March

Session three: 12-1pm Friday 1 April

You can register for webinars by following the links:

Reviewing health and safety session one – [Eventbrite](#)

Reviewing health and safety session two – [Eventbrite](#)

Reviewing health and safety session three – [Eventbrite](#)

What will the webinars cover?

The webinars will cover the process for completing a health and safety assessment, questions that should be considered, resources available, and your Q&As.

There will also be opportunities in the webinar to ask questions about how this works in practice and what to do if you've determined whether a particular role needs to be done by vaccinated workers.

Please note, the sessions will not cover industrial relations issues and questions.

Further information

The webinar will also be recorded and made available on the NZSTA website.

NZEI Te Riu Roa and PPTA will also be present to help answer your health and safety questions.

As noted above, further guidance from Employment New Zealand and WorkSafe is also expected this week to further support you when considering if work requires vaccination.

Public health advice on indoor activities

As noted in our bulletin on 1 March, the advice from public health is that activities held indoors – especially those involving physical exertion, singing, or playing wind instruments – remain a higher risk for spread of COVID-19.

Important public health mitigations that remain – School Bulletin 1 March

While the preference is to hold these activities outdoors, we do understand there will be times when they need to be held indoors.

When that is the case:

- activities should be in well-ventilated spaces
- there should be at least one metre of space per person (to determine a capacity limit for the room) or ensure the total number of attendees does not exceed 200 (whichever of these two options is smaller)
- participants should be physically distanced by at least one metre where practicable, and at least two metres apart for singing and when using wind instruments.

Putting capacity limits in place will provide reasonable mitigations that will help reduce the risks of transmission and activities becoming super-spreader events.

We will further update the website content when the changes to remove the My Vaccine Pass from the framework and removal of the vaccine mandate for education workers have been made (which takes effect 11.59pm Monday 4 April).

Wearing masks when exercising

Students are not required to wear masks while participating in indoor sports (or other physically exerting activities).

Face masks for schools and kura at Red – Te Mahau

Participating in kapa haka in Red

Many of you have asked about curriculum-related kapa haka being held on school sites when at Red.

We can confirm kapa haka activities can go ahead in Red.

We have updated our events and activities guidance on our website to include kapa haka.

Participating in kapa haka in Red – Te Mahau

A reminder that if you are off site, you will need to follow the requirements of the venue/provider in addition to implementing health measures.

Guidance regarding offsite providers still requiring My Vaccine Pass

We're aware that some offsite providers have continued to ask for evidence of vaccination from students who are attending their premises as part of a school-organised team or group.

Some may also choose to continue to ask for vaccine passes after Monday 4 April for their premises.

You will know that changes to the Health Order that took effect from 11.59pm Saturday 12 March should prevent students being asked for their vaccination status.

However, some providers may not be aware that the changes apply to their premises or may not be aware how to best apply the required changes to their existing systems.

The following information may assist your conversations with the provider.

If you need any further support with this matter, please get in touch with your regional Te Mahau contact.

COVID-19 Public Health Response (Protection Framework) Order 2021 – NZ Legislation

Information for providers

- If a provider has a My Vaccine Pass/vaccine mandate policy in place, they now need to treat all young people who are there as part of a school-organised team or group as vaccinated. They cannot require evidence of vaccination.
- This works in the same way as treating those under 12 years and 3 months as vaccinated.
- Your school is not permitted to share an individual's vaccine status because it is private information. (We have seen an example where the provider requested the names of the unvaccinated students.)
- If you need specific information to support your discussion, the COVID-19 Protection Framework Health Order notes:
 - a person in control of premises must not deny entry, on vaccination grounds, to a student participating in an extra-curricular or a curricular activity at the premises.

- premises includes any – (a) commercial premises or private premises (whether indoors or outdoors); and (b) premises owned or managed by central or local government (whether indoors or outdoors); and (c) vehicle
- a student participating in an extra-curricular or a curricular activity means a student who is enrolled in a registered school and is participating in an extra-curricular or curricular activity if –
 - (a) the activity is organised, directed, or facilitated by the school; or
 - (b) the student's participation in the activity is organised, directed, authorised, or facilitated by the school.

Additional measures you have in place

In addition to this, you can assure the provider that from a risk management perspective:

- secondary-aged students are a well-vaccinated group with over 92% of 12 to 17-year-olds having received two doses of the vaccine
- all your staff and volunteers are fully vaccinated (or the majority are, following 4 April changes)
- you have very good practices in place to minimise spread of COVID-19 including:
 - anyone feeling unwell will be asked to stay at home
 - all involved will monitor closely for symptoms
 - you will keep a physical distance from people you don't know and from other groups
 - students, staff and volunteers are reminded regularly about having good hand hygiene and their cough and sneeze etiquette
 - there will be a supply of hand sanitiser for teams and groups to use
 - you will be able to adhere to provider/venue mask requirements.

Please note, providers with a vaccine policy are within their rights to ask that unvaccinated students there for one purpose do not use other facilities at the same venue for a different purpose than the one the school has organised (for example, an offsite provider can ask that an unvaccinated student playing in a school basketball competition does not then use the pool facilities afterwards).

Department of Conservation facilities

The Department of Conservation (DOC) has contacted us to confirm they have updated their advice on their web pages and booking system in relation to their COVID-19 vaccine policy for DOC visitor facilities.

Their advice makes it clear that their policy is for users (of huts, lodges, campsites, visitor centres etc.) to be vaccinated, but that this does not apply to school students taking part in a school-organised or facilitated activity.

School transport: Vaccine mandate removal

The removal of the mandatory vaccine requirement for the education workforce also affects drivers of Ministry-funded school transport services.

From Tuesday 5 April there is no specified level of vaccination required by the Government for drivers of Ministry-funded school transport services.

However, the other COVID-19 prevention measures are still in place, such as:

- regular cleaning of vehicles
- mandatory wearing of masks for all those aged eight and over (or who are in Years 4 and over) on school transport
- ability for ākonga aged five and over to be vaccinated.

Update: Learning from shared experiences of COVID-19

Following on from our bulletin on 22 February, Steve Lindsey and Erika Ross have been identifying the leaders and influencers they will meet with to capture and share their stories and lessons learned during the pandemic.

Learning from shared experiences during the pandemic – School Bulletin 22 February

They will focus on the processes and reflections of leaders during the pandemic, including what influenced their decisions, major issues and how they addressed them, new opportunities or ways of working that emerged, and how they built up their agility and resilience during this time.

Their work will initially start in the Auckland region, with Steve and Erika contacting other regions after that. They'll develop a series of short stories which will initially be shared through these bulletins.

If you'd like to be involved, or know someone you think Steve or Erika should approach, please email stevellindsey400@gmail.com or erika.ross75@gmail.com.

New curriculum strategies launched

'Hei Raukura Mō te Mokopuna' and the 'Literacy & Communication and Maths Strategy' were launched on Friday by Associate Minister of Education Jan Tinetti.

New curriculum strategies released – Ministry of Education

Developed by Te Poutāhū | Curriculum Centre, these strategies pave the way for strengthening:

- te reo matatini and pāngarau in and through te reo Māori with Hei Raukura Mō te Mokopuna
- literacy and numeracy through the Literacy & Communication and Maths Strategy for English-medium settings.

The strategies will provide all tumuaki, teachers and kaiako with clear, evidence-informed guidance on effective literacy, communication and maths teaching and learning within the frameworks of our national curricula.

We will now work collaboratively with you to develop action plans for these strategies.

Kōpaki Ako: Rauemi for Māori-medium kaiako

We have just launched Kōpaki Ako, an online space where Māori-medium kaiako can access learning activities and resources to continue to support flexible delivery of learning programmes in and out of the classroom.

Kōpaki Ako – Kauwhata Reo

There are also links to support teaching in hybrid-learning environments.

The rauemi available in Kōpaki Ako targets learners in Years 1-3, 4-6, 7-8 and 9-10. They are designed flexibly to be used in the classroom and at home, with and without digital devices.

TESSOL further study awards

We are pleased to offer additional awards for further study in the Teaching English in Schools to Speakers of Other Languages (TESSOL) field.

TESSOL further study awards – Ministry of Education

These awards are targeted at teachers who:

- have successfully done the TESSOL scholarship funded courses of a New Zealand TESSOL qualification, but who have not completed it, or
- teachers who have completed a TESSOL qualification and wish to do further study.

Teachers in state and state-integrated schools and kura are invited to apply for an award to study at a graduate or postgraduate level.

Online applications for the awards are open until Sunday 22 May.

NCEA Change Programme: Quarterly update

2022 is another big year for the NCEA Change Programme. Around 400 schools and kura are taking part in the four pilots that we are conducting this school year.

If you'd like to read about our progress in delivering the seven main changes to strengthen NCEA and the resources that we are developing to help kaiako and school leaders prepare for the changes, you can read our newsletter.

NCEA Change Programme quarterly update – Mailchimp

For queries, please email ncea.review@education.govt.nz.

NCEA Education website: What do you think?

Let us know what you think of the NCEA Education website, the new home for NCEA.

NCEA Education teacher use survey – Ministry of Education

We'd like to hear from teachers and kaiako delivering NCEA subjects on how they are using the NCEA Education website. Your feedback will help us understand how effective the website is and identify areas for further improvement.

Feedback closes Friday 8 April.

For queries, email us at ncea.review@education.govt.nz.

 Bulletins COVID logo

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