

Education and Training (System Reform) Amendment Bill

Government Bill

As reported from the Education and Workforce Committee

Commentary

Recommendation

The Education and Workforce Committee has examined the Education and Training (System Reform) Amendment Bill and recommends by majority that it be passed. We recommend all amendments by majority.

About the bill as introduced

The bill would amend the Education and Training Act 2020 and relevant secondary legislation across a range of matters in schooling and tertiary education. It would also make some consequential amendments to other Acts of Parliament.

The bill seeks to:

- establish the New Zealand School Property Agency (NZSPA) to administer education property, which includes the property of State schools and property owned by or leased to the Crown for the operation of early childhood education centres and other education purposes (such as property leased to sponsors for charter schools)
- transfer regulatory functions relating to private schools and school hostels from the Ministry of Education to a new Director of Regulation at the Education Review Office
- clarify the roles of the Ministry of Education and the Education Review Office when a State school is considered “of serious concern”
- make changes to the role of the Teaching Council of Aotearoa New Zealand, including transferring certain responsibilities to the Secretary for Education

- in relation to charter schools, allow sponsors to hold a single contract for multiple charter schools and provide a pathway for converted charter schools to be replaced by a new State school in the event a sponsor terminates their contract or opts not to renew it
- tighten provisions relating to school attendance exemptions
- make changes to settings and processes in relation to curriculum statements, curriculum area reviews, and the health curriculum-related information that schools provide to their school community, which replaces the need for schools to consult
- provide for mandating schools to participate in education system monitoring studies
- include micro-credentials in reporting requirements to the New Zealand Qualifications Authority.

Legislative changes since the bill was introduced

The Education and Training Act was last amended by the Education and Training (Early Childhood Education Reform) Amendment Act 2025, which received Royal assent on 26 November 2025 and came into force on 23 February 2026. Among these recent changes, the statutory role of Director of Regulation was established within the Ministry of Education. That Director now holds responsibilities related to licensing, monitoring, and compliance of early childhood education (ECE) services, which were previously held by the Secretary for Education.

The Government publicly signalled in July 2025 that it intends to transfer these ECE regulatory functions from the Ministry of Education to the Education Review Office. That proposal was not included in this bill at introduction because the relevant amendments to the Act to establish the Director of Regulation at the Ministry of Education had not yet come into force. However, we decided to call for submissions on the proposal as part of our consideration, on the basis that it may be proposed for inclusion in this bill at a later stage. We wanted to ensure that the public had the opportunity to share its views on this proposal.

Specifically, we sought public feedback on whether regulatory functions for ECE should be transferred from the Ministry of Education to the Education Review Office. We received submissions for and against the proposal. Our final recommendation is detailed later in this commentary.

Legislative scrutiny

As part of our consideration of the bill, we have examined its consistency with principles of legislative quality. The majority of us have no issues regarding the legislation's design to bring to the attention of the House.

Proposed amendments

This commentary covers the main amendments we recommend to the bill as introduced. We do not discuss minor or technical amendments, for which explanations are included in the departmental report.

Commencement dates

Clause 2 of the bill sets out the dates on which its provisions would come into force. We propose changing these dates to reflect the estimated timing for the later stages of the bill and to provide more time for implementation if it is enacted.

We recommend amending clause 2 to change the commencement date from 15 June 2026 to 6 July 2026, with some exceptions:

- provisions for the transfer of private school and school hostel functions from the Ministry of Education to the Education Review Office would commence on 1 September 2026 (instead of 15 June)
- provisions for the transfer of ECE regulatory functions from the Ministry of Education to the Education Review Office would commence on 1 September 2026
- provisions relating to the New Zealand School Property Agency would commence on 1 October 2026 or earlier by Order in Council (instead of 1 August 2026)
- provisions relating to exemptions from school attendance would commence on 1 January 2027 (as in the bill as introduced).

Transfer of functions from the Ministry of Education to the Education Review Office

The bill as introduced would establish a new role of Director of Regulation within the Education Review Office. The bill would transfer some regulatory functions relating to private schools and school hostels from the Ministry of Education to the Director of Regulation at the Education Review Office. The Director's functions are set out in clause 47, new section 621B.

Transfer of ECE regulation to the Education Review Office

As noted in the introduction of this commentary, the Education and Training (Early Childhood Education Reform) Amendment Act 2025 came into force on 23 February 2026. It established a Director of Regulation within the Ministry of Education with regulatory functions relating to early childhood education as set out in section 27B of the Act. That Director's statutorily independent functions are:

- issuing licences to early childhood services and certifying playgroups
- enforcing compliance by service providers with applicable requirements under the Act, including by undertaking investigations and prosecutions as appropriate.

The Director also has other functions relating to early childhood education as set out in paragraphs (c) to (k) in section 27B.

Having heard from submitters and considered advice from the Ministry on the matter, the majority of us support the proposal to transfer the functions in section 27B of the Act from the Director of Regulation at the Ministry of Education to the Director of Regulation at the Education Review Office. We recommend amending clause 47 of the bill, proposed new section 621B, accordingly.

Given these changes, we also recommend removing the position of Director of Regulation at the Ministry of Education as it would no longer be required if its functions are transferred. We recommend inserting transitional provisions in Schedule 1 of the bill (new clauses 213 and 214 of Schedule 1 of the Act) to reflect the transfer of functions to the new Director of Regulation at the Education Review Office.

Ministry of Education remains the principal policy adviser

Some submitters raised concerns that the transfer of functions from the Ministry of Education to the Education Review Office might negatively affect the performance of the wider education system due to perceived fragmentation of responsibilities. In particular, some submitters opposed the transfer of ECE regulatory functions on the basis that the Ministry of Education has system-wide responsibilities, relating to matters such as workforce development, equity and access, and upholding Treaty responsibilities.

To emphasise the stewardship role of the Ministry of Education, we propose amending the bill to make it expressly clear that the Ministry of Education is the Minister's principal policy adviser on matters relating to early childhood education, private schools, and hostels. We recommend inserting new section 621B(2) accordingly.

Our approach aligns with section 253 of the Act, which states that the Ministry of Education is the Minister's principal policy adviser on matters relating to tertiary education and vocational education and training.

We also note that the Ministry of Education would retain many functions relating to ECE. These functions include, for example: system performance oversight; setting strategic direction and policy; setting regulatory standards and licensing and certification criteria; funding administration; curriculum development; and prosecutions under the Children's Act 2014.

Addressing conflicts between the Education Review Office's review and regulatory roles

In the bill as introduced, the roles of Director of Regulation and Chief Review Officer have separate functions and duties. The positions could not be held by the same person. Some submitters raised concerns about how the statutory separation of functions would work in practice.

To provide additional assurance that the Education Review Office is managing the statutory separation appropriately, we propose requiring the Director of Regulation to publish the methods by which they will manage any conflicts or potential conflicts

between the Director's regulatory functions and the Chief Review Officer's monitoring, evaluation, and review functions. Accordingly, we recommend amending clause 47 by inserting new section 621B(1)(j).

We also recommend amending clause 47 by inserting new section 621A(4) to clarify that when performing or exercising a function, duty, or power under the Act, the Director does so as an employee of the Education Review Office but must exercise independent judgement if required under the Act. This amendment would reflect section 27A(4) in the Act relating to the existing Director of Regulation at the Ministry of Education.

Limits on delegation by the Director of Regulation

Proposed new section 621D sets out the power for the Director of Regulation to delegate to a person any of their functions, duties, or powers. Some submitters raised concerns about this power. In particular, some submitters were concerned that delegations could be given to persons with real or perceived conflicts of interest, and that there was limited transparency about any delegations made. In response, we propose the following changes.

Managing conflicts of interest

Before delegating a function, duty, or power outside the public service, new section 621D(3)(b)(iii) would require the Director of Regulation to be satisfied that any conflict of interest will be avoided or managed. This requirement is identical to that imposed on chief executives under Schedule 6(2)(5)(b) of the Public Service Act 2020.

We note that a clear conflict of interest would arise if the Director of Regulation delegated their ECE regulatory powers to any person who is an ECE service provider or operator of a certified playgroup. Those licensed services receive government funding under section 548 of the Act. To provide more certainty, we propose expressly preventing the Director of Regulation from delegating a function, duty, or power to a person who receives (or may receive) grants under section 548 of the Act. We recommend amending new section 621D(3)(c) accordingly.

Transparency about delegations

Schedule 6(2)(8)(a) of the Public Service Act requires chief executives to report annually on delegations made to people outside the public service. In the bill as introduced, new section 621D would not require the Education Review Office to do the same for delegations made by the Director of Regulation. To improve transparency and accountability, we recommend inserting new subsection (6A) into new section 621D to require the Director of Regulation to report in the Education Review Office's annual report on the effectiveness of any function, duty, or power delegated outside the public service.

Director of Regulation's functions in relation to fully registered private schools

Clause 9 of Schedule 7 of the Education and Training Act sets out requirements for reviews of private schools. Clause 55 of the bill would require the Director of Regulation (instead of the Chief Review Officer) to assume the function of reviewing provisionally registered private schools. We note that this function is distinct from education reviews, which will continue to be carried out by the Chief Review Officer.

The bill as introduced does not expressly mirror the requirement for the Director of Regulation to review fully registered private schools. We consider that these reviews should apply to all registered private schools, regardless of whether their registration is provisional or full. We recommend amending clause 55(9) of the bill, adding clause 9(3A) to Schedule 7 of the Act, to state this requirement in the legislation.

Establishment of the New Zealand School Property Agency

Schedule 1 of the bill would amend Schedule 1 of the Act to insert the transitional provisions for the transfer of the education property function from the Ministry of Education to the New Zealand School Property Agency.

Transfer of employees

New clause 137 of Schedule 1 (renumbered as clause 217) sets out the transitional provisions for the transfer of employees from the Ministry of Education to the New Zealand School Property Agency. We propose some changes to these provisions for clarity and workability in relation to redundancy and redeployment of staff.

Privacy concerns about the transfer of information

The Office of the Privacy Commissioner raised a concern that the provisions relating to the handling of personal information during the transfer of functions were broader than necessary. The concern was that, read together, new clauses 136(1)(a) and 141(c) of Schedule 1 (renumbered as clauses 216 and 221) could be interpreted as exempting the transfer of information from compliance with all the provisions of the Privacy Act 2020.

We understand that the intent of the provision is to enable the transfer of personal information from the Ministry of Education to the New Zealand School Property Agency, and to provide that such a transfer does not constitute an interference with privacy. However, many of the provisions of the Privacy Act should continue to apply. To better reflect the intended coverage of the Privacy Act in this situation, we recommend amending renumbered clause 221(c) to provide that the Privacy Act still applies, except in relation to information privacy principle 11 (limits on disclosure of personal information) as set out in section 22 of the Privacy Act.

National curriculum statements and reviews

National curriculum statements

Clause 9 of the bill would amend section 90 of the Act to consolidate the two types of existing curriculum statements that can be made by the Minister into a single type named “curriculum statements”. The bill would allow curriculum statements to differ for different school classifications or designations and different student groups or year levels. We recommend that “curriculum statements” instead be called “national curriculum statements” to make clear the intention for the Minister to set curriculum requirements at the national level to support system-wide educational achievement.

Clause 10 would insert new section 90B to set out the process by which the Minister could amend national curriculum statements. Subsection (1) sets out the matters the Minister must have regard to before making an amendment. We do not think the Minister should have to follow these steps if purely minor or technical changes are required. Therefore, we recommend inserting subsection (1A) to allow the Minister to make minor or technical changes without having regard to subsection (1) matters.

We note the importance of communicating any amendments made to national curriculum statements. We recommend inserting subsection (1B) to require the Ministry to give public notice of any amendments to national curriculum statements made under section 90B.

Approach and timing of curriculum area reviews

Clause 10 would insert section 90A to set out the requirement for the Secretary to review the learning areas, subjects, and wāhanga ako referred to in national curriculum statements. The Secretary would be required, on an ongoing basis, to plan for those reviews. We note that the policy intent is to have a regular cycle of curriculum area reviews so that the curriculum areas are kept up to date over time. We acknowledge submitters’ concerns about how reviews will be planned. We recommend amending proposed section 90A(1) to clarify that there is to be a “rolling cycle” of reviews of learning areas, wāhanga ako, and subjects. We consider that this change will help signal the need for plans to be manageable.

Under the bill as introduced, the Secretary would be responsible for planning when reviews occur. We consider that there may be situations where the Minister may wish to direct the Secretary to review one or more learning areas, subjects, or wāhanga ako in a national curriculum statement. We recommend amending clause 10 to insert new section 90C to add a power for the Minister to direct the Secretary to do a review.

Multi-school contracts under the charter school model

Clause 20 would amend section 212I of the Act to enable sponsors to hold a single contract for multiple charter schools. Clause 21 would amend section 212L to specify matters that a multi-school contract must set out. We propose some changes to make the requirements for multi-school contracts clearer.

We recommend further amending section 212L to enable a multi-school contract to allow a sponsor to meet its self-audit reporting requirements under subsection (5A) through a single consolidated report, as long as the sponsor's obligations in relation to each school are clearly addressed within it.

Section 212L(6) of the Act sets out matters that a contract must cover if the charter school offers or provides distance education. We recommend adding paragraph (e) to section 212L(5A) to make clear that a multi-school contract must set out those matters for each school, if this is applicable.

New Zealand Labour Party differing view

Labour members oppose the Education and Training (System Reform) Amendment Bill. While we support genuine efforts to lift student achievement, this bill is not about practical improvements in classrooms—it is a sweeping centralisation of power that sidelines teachers, parents, and school communities. Worse, it has been rushed through on a timeline that limits the ability of the profession to properly scrutinise and submit on the changes. That alone should raise serious concerns about the Government's intent. At its core, this bill strips influence away from educators, independent professional bodies, and local communities, and concentrates it in the hands of the Minister and central agencies. Labour does not support this direction. New Zealand's education system has always worked best when it balances national consistency with local flexibility, professional judgement, and community voice. This bill dismantles that balance and replaces it with top-down control.

Labour is particularly concerned about the changes to the Teaching Council and teacher regulation. Shifting key responsibilities from an independent professional body to the Secretary for Education weakens the independence of the profession and diminishes the status of teachers as professionals. Teaching, like law or medicine, relies on independent standards and oversight. This bill risks politicising decisions that should be grounded in expertise and evidence. At a time of acute teacher shortages, undermining the profession in this way is not just misguided—it is counterproductive.

We are also deeply concerned about the expansion of charter school provisions. Labour backs a strong, transparent public education system that serves all students. This bill pulls resources away from that system while reducing accountability. There is a clear contradiction at the heart of this policy: the Government argues charter schools need more flexibility, while simultaneously centralising control over public schools. That inconsistency exposes the lack of a coherent vision. There is also little credible evidence that expanding charter models will deliver better outcomes at scale, particularly when many public schools are already achieving strong results when properly supported.

The proposed tightening of attendance rules is another example of the Government focusing on symptoms rather than causes. Labour agrees attendance matters, but enforcement-heavy approaches ignore the reality many families face. Poverty, mental health challenges, transport barriers, and disengagement are the real drivers of absen-

teeism. Punitive measures without meaningful support will not fix the problem—they risk pushing vulnerable students further away from education.

Labour also has concerns about the creation of a centralised school property agency. While we are open to the idea that a well-designed, values-driven central agency could improve long-term planning and delivery, this bill does not provide sufficient confidence that it will be responsive to local needs. Poorly implemented centralisation risks adding bureaucracy and distancing decision-making from the communities who understand these schools best.

Labour members do not support the proposed shift of Early Childhood Education (ECE) regulatory functions to the Education Review Office (ERO) in its current form, particularly given the late and irregular way this change has been introduced into the legislative process without proper scrutiny or inclusion in the bill itself. While we acknowledge the intent to streamline oversight, we remain concerned that there is insufficient clarity about how these functions would operate in practice, whether ERO has the capacity and capability to take them on, and the absence of a Regulatory Impact Statement assessing risks. We would only see potential merit in better aligning review and regulatory functions if this is done transparently, with full sector consultation, clear operational detail, and guaranteed resourcing to maintain and strengthen quality, safety, and accountability in ECE.

More broadly, this bill attempts to overhaul too much, too quickly. Schools are already under pressure—managing curriculum changes, workforce shortages, and the ongoing impacts of disruption across the system. Instead of providing stability and support, this legislation creates uncertainty and distraction. It pulls focus away from the core task of teaching and learning.

Labour believes in strengthening public education by investing in teachers, supporting student wellbeing, engaging parents, and backing schools with evidence-based policy. This bill does the opposite. It centralises control, weakens professional voice, and shifts priorities away from what actually lifts student achievement.

For these reasons, Labour does not support the Education and Training (System Reform) Amendment Bill in its current form.

Green Party of Aotearoa New Zealand differing view

The Green Party opposes the Education and Training (System Reform) Amendment Bill, which continues this Government's disastrous journey towards standardisation, a one-size-fits-all model, and further centralisation of our education system. We have the following concerns about specific sections of this bill.

Early childhood education (ECE)

The proposed changes to ECE raised numerous concerns. Firstly, submitters were asked to comment on a proposal that was not in the bill, which severely limits the ability for submitters to provide meaningful and useful comment. This undermines our democratic processes. Furthermore, the resulting version two of the bill, as would

be reported from the select committee, does not reflect the feedback that we received from the submitters.

As for the content of the ECE section, it is concerning that little detail or evidence was provided on why the Director of Regulation, which is a new role with no track record of its usefulness or successfulness, should be given an expanded scope. The move from the Ministry of Education to the Education Review Office is also concerning. It signals a deprofessionalisation of the sector and undermines the integrity of our ECE system, which could put children at risk. Furthermore, despite what is in the bill, it remains to be seen how the Director of Regulation will be able to remain independent when assessing ERO.

Curriculum

The predominant concern raised by submitters and shared by the Green Party is the lack of genuine engagement and consultation with the sector. The Green Party notes that out of the 570 submissions on this specific part of the bill, none supported it. There is a clear distinction between being consulted and informed, one that the current Government does not seem to understand. While six weeks is the standard period for submissions on a bill, the expectation by the committee that the sector will submit over the Christmas, New Year, and school holidays period, despite requests for an extension, is unreasonable. The concerns raised by the sector were further exacerbated by the proposed changes to section 90 in this bill.

School attendance

The changes to attendance in schools and the addition of “State schools of serious concern” are troubling. The changes to attendance limit the ability for principals to make practical judgements on the reasons for a student’s absence. Rural schools often do not receive the support and understanding of a centralised agency, and having a standardised, one-size-fits-all system with little to no flexibility to cater towards the unique circumstances of rural schools, will only further alienate and isolate those schools. Furthermore, the rigidity of this Government’s approach to attendance through this bill will not improve student engagement.

Submitters made clear that the discretion of school leaders when it comes to student attendance has served as “an important safeguard within the system, allowing schools to respond proportionately and in the best interests of the child”. Removing that safeguard and limiting the contextual knowledge of disengaged students’ situations is only likely to entrench their disengagement further.

State schools of serious concern

The addition of “State schools of serious concern” to the bill allows the Chief Review Officer (CRO) to inform the Secretary and Minister of their recommendations of statutory interventions if a school falls into this category, however, it is not defined what constitutes a school falling into this category. This uncertainty raises serious concerns for the Green Party. Notably, that this completely keeps the sector in the dark over what warrants a school being categorised as a “serious concern”. This lack of clarity

was also highlighted by submitters, making it very clear to the committee that what warrants a school being categorised as a “serious concern” being omitted from the bill is extremely worrying.

While accountability is important, increasing punitive actions for schools of serious concern without understanding local factors that may be beyond a school’s control is also inconsistent with the Government’s responsibility to and general principle of appropriate decision-making. Submitters have rightfully pointed out their concern around forced conversion to charter schools, which has been a worrying trend in the United Kingdom for decades. At the same time, we see that charter schools have significantly lower requirements they need to meet, e.g. on attendance, than State and State-integrated schools.

Teaching Council

Submitters have raised serious concerns over the membership of the Teaching Council. Having the council made up of mostly ministerial appointments undermines the independence and integrity of the council. Meanwhile, there is no requirement for tangata whenua on the council. The power grab by the Government is masked behind the ongoing concerns with teacher registration. However, instead of operating in a good faith manner by addressing the challenges that are beyond the Teaching Council’s control, such as making changes to the Criminal Records (Clean Slate) Act 2004, the changes can be construed as nothing less of a politically motivated move.

Establishment of the New Zealand School Property Agency (NZSPA)

The main concern from submitters on the establishment of the NZSPA was similar to other aspects in this bill. This Government has consistently disrupted collaboration with the sector and has instead introduced rigid, top down, one-size-fits-all approaches into nearly every facet of education, including this proposed agency. The introduction of the NZSPA risks impacting the ability for schools, their communities, and iwi/hapū to reflect diverse local needs in the development of school property. Furthermore, the introduction of a body that, under sections 517H to 517R is able to impose certain “action plans” and “intervention powers” upon schools is not clearly outlined as operating within the Crown’s obligation to partnership under te Tiriti. This is especially concerning given the possible implications of these powers in regard to te Tiriti and rangatiratanga for Kaupapa Māori Kura.

Regarding the ability of disposal entrusted to NZSPA, valid concerns were raised a Crown-controlled body would become an “agent of privatisation” through disposal of public education property.

In summary, the Green Party opposes this bill and the direction of this Government in education, where the voice of the sector has been completely sidelined. Any world leading education system requires the Government to work closely with the sector, peak bodies, and unions to ensure changes to the education system is enduring and ensures the best outcome for all. Regrettably, this Government clearly has little interest on this matter, and this bill falls short of that expectation.

Appendix

Committee process

The Education and Training (System Reform) Amendment Bill was referred to this committee on 18 November 2025. We invited the Minister of Education to provide an oral submission on the bill. She did so on 11 February 2026.

The call for submissions opened on 19 November 2025 with a closing date of 14 January 2026. We updated the call for submissions on 12 December 2025 to seek submitters' feedback on the additional policy proposal discussed in our commentary.

We received and considered submissions from approximately 965 interested groups and individuals. We heard oral evidence from 53 submitters.

Advice on the bill was provided by the Ministry of Education. The Office of the Clerk provided advice on the bill's legislative quality. The Parliamentary Counsel Office assisted with legal drafting.

Committee membership

Katie Nimon (Chairperson)

Carl Bates (Deputy Chairperson)

Hon Ginny Andersen (from 25 March 2026)

Shanan Halbert

Francisco Hernandez (until 11 February 2026)

Grant McCallum

Dr Parmjeet Parmar

Hon Willow-Jean Prime (until 25 March 2026)

Hon Phil Twyford

Dr Vanessa Weenink

Dr Lawrence Xu-Nan (from 11 February 2026)

Related resources

The documents we received as advice and evidence are available on the Parliament website.

**Education and Training (System Reform) Amendment
Bill**

Key to symbols used in reprinted bill

As reported from a select committee

text inserted by a majority

~~text deleted by a majority~~

Hon Erica Stanford

Education and Training (System Reform) Amendment Bill

Government Bill

Contents

	Page
1 Title	5
2 Commencement	5
3 Principal Act	6

Part 1

Amendments to principal Act

4	Section 9 amended (Te Tiriti o Waitangi)	6
5	Section 10 amended (Interpretation)	6
<u>5A</u>	<u>Section 27A repealed (Director of Regulation)</u>	<u>8</u>
<u>5B</u>	<u>Section 27B amended (Functions of Director of Regulation)</u>	<u>8</u>
<u>5C</u>	<u>Section 27C amended (Performance and exercise of Director's functions, duties, and powers)</u>	<u>8</u>
<u>5D</u>	<u>Section 27D amended (Principles guiding performance and exercise of Director's functions, duties, and powers)</u>	<u>9</u>
<u>5E</u>	<u>Section 27E repealed (Delegation of Director's functions, duties, and powers)</u>	<u>9</u>
6	Section 44 repealed (Exemption from attendance because of walking distance to school or some other reason)	9
7	Section 45 replaced (Exemption of student from attendance for period of no more than 5 days)	9
	45 Exemption of student from attendance	9
8	Section 46 replaced (Secretary may require enrolment of certain children at distance school)	9
	46 Rules about exemptions from attendance	9

**Education and Training (System Reform) Amendment
Bill**

9	Section 90 amended (Curriculum statements and national performance measures)	10
10	New sections 90A and 90B to 90C inserted	10
	90A Review of <u>national</u> curriculum statements by Secretary	10
	90B Amendment of <u>national</u> curriculum statements by Minister	11
	<u>90C</u> <u>Minister may direct Secretary to review national curriculum statement</u>	<u>11</u>
11	Section 91 replaced (Board of State school must consult about delivery of health curriculum)	11
	91 Board of State school must inform school community about delivery of health curriculum	12
<u>11A</u>	<u>Section 127 amended (Paramount objective of boards in governing schools)</u>	<u>12</u>
12	Section 161 amended (Occupancy of property and buildings)	12
13	Section 162 amended (Leases and licences granted by boards)	12
14	Section 163 amended (Other agreements to occupy school land or buildings)	12
15	Section 164 amended (Teaching and learning programmes)	13
16	Section 165 amended (Monitoring of and reporting on student performance)	13
17	New sections 170A to 170C and cross-heading inserted	13
	<i>State schools of serious concern</i>	
	170A Notification by Chief Review Officer	13
	170B Report by Chief Review Officer	13
	170C Report by Secretary	13
18	Section 171 amended (Interventions in State schools by Secretary or Minister)	14
19	Section 190 amended (Minister may establish State schools)	14
20	Section 212I amended (Authorisation Board may approve sponsor)	14
21	Section 212L amended (Charter school contracts)	14
22	Section 212M amended (Notification of charter school)	15
23	Section 212O amended (Duties of sponsors)	15
24	Section 212P amended (Sponsor to control management of charter school)	16
25	New sections 212ZEA and 212ZEB and cross-heading inserted	16
	<i>Replacement of converted school with State school</i>	
	212ZEA Authorisation Board to find replacement sponsor	16
	212ZEB Minister must establish replacement State school	16
26	Section 212ZF amended (Interventions in charter schools by Authorisation Board)	17
27	Section 213 amended (Secretary may require application for registration of school)	17

**Education and Training (System Reform) Amendment
Bill**

28	Section 214 amended (Registration of private schools)	17
29	Section 239 replaced (Offence relating to failure to comply with notice given under section 46)	18
	239 Offence relating to failure to comply with Secretary's direction under section 82(1)(c)	18
30	Section 249 amended (Offences relating to operation of private schools)	18
31	Section 399 amended (Outline of Part 5)	18
32	Section 452 amended (Rules)	18
33	Section 475 amended (Composition of Teaching Council)	18
34	Section 476 amended (Ministerial appointment as member)	18
35	Section 478 amended (Purpose of Teaching Council)	19
36	Section 479 amended (Functions and powers of Teaching Council)	19
37	Section 480 amended (Teaching Council fees, levies, and costs)	20
38	New section 480A inserted (Functions of Secretary)	20
	480A Functions of Secretary	20
39	Section 485 amended (Code of conduct)	21
40	Section 487 amended (Delegations)	22
41	Section 495 amended (Complaints about conduct)	22
42	New subpart 5A of Part 5 inserted	22
	Subpart 5A—New Zealand School Property Agency	
	<i>Establishment of New Zealand School Property Agency</i>	
	517A Persons responsible for administration of subpart	22
	517B New Zealand School Property Agency established	22
	517C NZSPA is Crown entity	22
	517D Membership of NZSPA	22
	<i>Objective, functions, and additional duties of NZSPA</i>	
	517E Objective of NZSPA	23
	517F Functions of NZSPA	23
	517G Additional collective duties of NZSPA Board	24
	<i>Powers of NZSPA Board</i>	
	517H Power to authorise entry, inspection, construction, repairs, and maintenance	25
	517I Recovery of money expended for necessary repairs and maintenance	27
	517J Power to require information	27
	517K Interventions in State school by NZSPA	27
	517L Specialist help	28
	517M Action plans	28
	517N Case conference	29
	517O Specialist audit	30
	517P Performance notice	31

**Education and Training (System Reform) Amendment
Bill**

	517Q	Power to delegate and subdelegate	31
	517R	NZSPA powers elsewhere in this Act	32
		<i>Role of Minister</i>	
	517S	Responsible Minister may delegate functions, duties, or powers to NZSPA	32
	517T	Minister may issue GPS	32
	517U	Preparation or review of GPS	33
	517V	Content of GPS	33
	517W	GPS must be made available	33
	517X	Status of GPS	34
	517Y	Effect of GPS	34
	517Z	Amending GPS	34
43		Section 547 amended (Outline of Part 6)	34
44		Section 560 amended (Centres situated on land owned by, or leased to, the Crown)	34
45		Section 598 amended (Code of conduct)	34
46		New subpart 4A of Part 6 inserted	35
		Subpart 4A—System monitoring studies	
	618A	Minister to notify system monitoring studies	35
	618B	Registered school must participate in system monitoring studies	35
	618C	Minister may grant exemption	35
47		New subpart 5A of Part 6 inserted	36
		Subpart 5A—Provisions relating to Director of Regulation	
	621A	Director of Regulation	36
	621B	Functions of Director of Regulation	36
	621C	Regulatory officers	37
	621D	Delegation of Director's functions, duties, and powers	38
48		Section 628 replaced (Powers of entry and inspection)	39
	628	Powers of entry and inspection	39
49		Section 629 amended (Entry where private school suspected of being unregistered)	40
50		Section 632 amended (Authorised persons)	40
51		Section 635 amended (Entry and inspection powers elsewhere in Act)	40
52		Schedule 1 amended	41
53		Schedule 3 amended	41
54		Schedule 6 amended	41
55		Schedule 7 amended	41
56		Schedule 19 amended	43

Part 2		
Amendments to other legislation		
<i>Amendment to Crown Entities Act 2004</i>		
57	Principal Act	43
58	Schedule 1 amended	43
<i>Amendment to Ombudsmen Act 1975</i>		
59	Principal Act	43
60	Schedule 1 amended	43
<i>Consequential amendments and revocation</i>		
61	Consequential amendments	43
62	Revocation	44
Schedule 1		
New Part-8 <u>10</u> inserted into Schedule 1		
Schedule 2		
Consequential amendments		
		45
		55

The Parliament of New Zealand enacts as follows:

1 Title

This Act is the Education and Training (System Reform) Amendment Act **2025**.

2 Commencement

5

(1) This Act comes into force on ~~45 June 2026~~ **6 July 2026**.

(2) However,—

(aaa) the following provisions (which relate to the Director of Regulation) come into force on **1 September 2026**:

(i) **sections 5A to 5E:**

10

(ii) **sections 47 to 50:**

(iii) **section 52(1), but only for the purpose of giving effect to sub-parts 4 and 4A of Part 10 of Schedule 1 of the Education and Training Act 2020:**

(iv) **section 55:**

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(v) **section 61, but only for the purpose of giving effect to the item in Part 2 of Schedule 2 relating to the Education (Hostels) Regulations 2005; and**

(a) the following provisions (which relate to the New Zealand School Property Agency) come into force on ~~4 August 2026~~ **a single date set by Order in Council:**

20

- (i) **section 4:**
- (ii) **sections 12 to 14:**
- (iii) **section 31:**
- (iv) **section 42:**
- (v) **section 44:** 5
- (vi) **section 51:**
- (via) **section 52(1), but only for the purpose of giving effect to sub-part 5 of Part 10 of Schedule 1 of the Education and Training Act 2020:**
- (vii) **sections 57 to 60:** 10
- (viii) **section 62; and**
- (b) **sections 6 to 8 (which relate to exemptions from attendance) come into force on 1 January 2027.**
- (3) **If the provisions referred to in subsection (2)(a) have not come into force by 1 October 2026, they come into force then.** 15
- (4) **An Order in Council made under this section is secondary legislation (see Part 3 of the Legislation Act 2019 for publication requirements).**

3 Principal Act

This Act amends the Education and Training Act 2020.

Part 1 Amendments to principal Act 20

4 Section 9 amended (Te Tiriti o Waitangi)

After section 9(2)(g), insert:

- (gaa) **section 517F(1)(h),** which provides that the New Zealand School Property Agency must support the Crown in its responsibility to give effect to Te Tiriti o Waitangi; and 25

5 Section 10 amended (Interpretation)

- (1) In section 10(1), insert in their appropriate alphabetical order:

central government education agency means—

- (a) a school board as defined in section 7(1)(d) of the Crown Entities Act 2004; and 30
- (b) an agency that has functions in relation to education or infrastructure, and that is either of the following:
 - (i) a Crown agent as defined in section 10(1) of the Crown Entities Act 2004: 35

- (ii) a public service agency as defined in section 5 of the Public Service Act 2020

conversion date, in relation to a converted school, means the date on which a State school becomes a charter school

converted school means a former State school that has become a charter school in accordance with an approval granted to a sponsor under section 212I 5

~~**Director of Regulation or Director** means the person appointed under section 624A~~

education property means land, buildings, or associated infrastructure that is— 10

- (a) occupied or used by a board for the operation of a State school or purposes incidental to that operation; or
- (b) owned by, or leased to, the Crown for—
 - (i) the operation of an early childhood education and care centre or purposes incidental to that operation; or 15
 - (ii) other education purposes (for example, property leased to a sponsor under section 212R); but
- (c) does not include land, buildings, or associated infrastructure primarily used for the operation of a tertiary education organisation

Government policy statement or GPS means the Government policy statement issued under **section 517T** 20

multi-school contract means a charter school contract that allows a sponsor to operate 2 or more charter schools

New Zealand School Property Agency or NZSPA means the entity established by **section 517B** 25

regulated entity, for the purposes of **subpart 5A of Part 5**, means—

- (a) a State school board; and
- (b) a proprietor occupying education property; and
- (c) a sponsor occupying education property

regulatory officer means a person designated under **section 621C** 30

relevant person, for the purposes of **subpart 5A of Part 5**, means an occupier of education property or person in charge of that property

school property portfolio means land, buildings, or associated infrastructure that is—

- (a) occupied or used by a board for the operation of a State school or purposes incidental to that operation; and 35
- (b) owned by, or leased to, the Crown for education purposes (for example, property leased to a sponsor under section 212R); but

Part 1 cl 5A	Education and Training (System Reform) Amendment Bill	
	(c) does not include land, buildings, or associated infrastructure primarily used for the operation of an early childhood education and care centre or tertiary education organisation	
	specified kura board , for the purposes of subpart 4A of Part 6 , means the board of any of the following:	5
	(a) a Kura Kaupapa Māori:	
	(b) a designated character school with a character that is hapū- or iwi-based, or that affiliates with Ngā Kura ā Iwi o Aotearoa:	
	(c) a State integrated school with a special character that is hapū- or iwi-based	10
	system monitoring study means a study notified by the Minister under section 618A	
	teacher education programme means a training programme recognised by the Teaching Council as suitable for people who want to teach	
(1A)	<u>In section 10(1), replace the definition of Director of Regulation or Director with:</u>	15
	<u>Director of Regulation or Director means the person appointed under section 621A</u>	
(2)	In section 10(1), definition of employment-based trainee teacher , replace “an initial” with “a”.	20
(3)	In section 10(1), repeal the definition of initial teacher education programme .	
5A	<u>Section 27A repealed (Director of Regulation)</u>	
	<u>Repeal section 27A.</u>	
5B	<u>Section 27B amended (Functions of Director of Regulation)</u>	25
(1)	<u>In the heading to section 27B, replace “Functions” with “Early childhood education functions”.</u>	
(2)	<u>Repeal section 27B(k).</u>	
5C	<u>Section 27C amended (Performance and exercise of Director’s functions, duties, and powers)</u>	30
(1)	<u>In the heading to section 27C, replace “functions” with “early childhood education functions”.</u>	
(2)	<u>In section 27C(1), after “powers”, insert “in relation to this Part”.</u>	
(3)	<u>In section 27C(3), replace “Secretary” with “chief executive of the Education Review Office”.</u>	35

5D	<u>Section 27D amended (Principles guiding performance and exercise of Director’s functions, duties, and powers)</u>	
(1)	<u>In the heading to section 27D, replace “functions” with “early childhood education functions”.</u>	
(2)	<u>In section 27D, after “power”, insert “in relation to this Part”.</u>	5
5E	<u>Section 27E repealed (Delegation of Director’s functions, duties, and powers)</u>	
	<u>Repeal section 27E.</u>	
6	Section 44 repealed (Exemption from attendance because of walking distance to school or some other reason)	10
	Repeal section 44.	
7	Section 45 replaced (Exemption of student from attendance for period of no more than 5 days)	
	Replace section 45 with:	
45	Exemption of student from attendance	15
(1)	Despite section 36, the principal of a State school may exempt a student from attending the school in accordance with rules made by the Secretary under section 46 .	
(2)	In the absence of evidence to the contrary, a certificate from the principal stating that a student was absent from school for any period is sufficient proof that the student was absent for that period without being exempted under subsection (1) .	20
(3)	For the purposes of this section, judicial notice must be taken of the appointment and signature of the principal.	
8	Section 46 replaced (Secretary may require enrolment of certain children at distance school)	25
	Replace section 46 with:	
46	Rules about exemptions from attendance	
(1)	The Secretary may make rules (which must be consistent with this Act) specifying requirements that must be met for a principal to exempt a student from attendance under section 45 , including (without limitation) rules—	30
(a)	setting out the grounds on which a principal may grant an exemption from attendance; and	
(b)	specifying the type of evidence a principal must receive before granting an exemption; and	35
(c)	specifying the duration of an exemption that a principal may grant.	

- (2) Rules under this section are secondary legislation (*see* Part 3 of the Legislation Act 2019 for publication requirements).

9 Section 90 amended (Curriculum statements and national performance measures)

(1AAA) In the heading to section 90, replace “Curriculum” with “National curriculum”. 5

- (1) Replace section 90(1) with:

- (1) The Minister may make the following:

- (a) **national curriculum statements**, which are statements of—
- (i) what students are to be taught and are expected to learn during the years of schooling; and 10
 - (ii) how the curriculum is to be taught and learnt (for example, through assessment or aromatawai); and
 - (iii) expectations and priorities for the curriculum, including for the design of teaching and learning programmes under section 164: 15
- (b) **national performance measures**, which are targets against which the performance of boards can be measured.

~~(2) In section 90(2), delete “national”.~~

- (3) After section 90(2)(b), insert:

- (c) differ according to the classification or designation of a school, the group or year level of students attending a school, or any combination of those classifications, designations, groups, and levels. 20

- (4) Replace section 90(3)(a) to (c) with:

- (a) **national curriculum statements**:
(b) **national performance measures**. 25

10 New sections 90A and 90B to 90C inserted

After section 90, insert:

90A Review of national curriculum statements by Secretary

- (1) The Secretary must, on an ongoing basis,—
- (a) plan for a rolling cycle of reviews of learning areas, subjects, and wāhanga ako referred to in a national curriculum statement made under section 90; and 30
 - (b) conduct those reviews.
- (2) The Secretary must ensure that a plan under **subsection (1)** provides for a review of each learning area, subject, and wāhanga ako in a national curriculum statement at least once every 5 years. 35
- (3) In conducting a review, the Secretary must have regard to—

- (a) information about the educational achievement of students in the reviewed learning areas, subjects, and wāhanga ako; and
- (b) relevant evidence, for example, from new developments in educational research; and
- (c) international practice relating to the setting of curricula. 5
- (4) As soon as practicable after conducting a review under **subsection (1)** or **section 90C(2)**, the Secretary must prepare for the Minister a written report that includes—
- (a) the findings of the review; and
- (b) the Secretary's recommendations for any amendments that should be made to the national curriculum statement. 10
- 90B Amendment of national curriculum statements by Minister**
- (1) The Minister may amend a national curriculum statement made under section 90 after having regard to—
- (a) the Secretary's report under **section 90A(4)** (if any); and 15
- (b) information about the educational achievement of students in the reviewed learning areas, subjects, and wāhanga ako; and
- (c) relevant evidence, for example, from new developments in educational research; and
- (d) international practice relating to the setting of curricula. 20
- (1A)** However, the Minister may amend a national curriculum statement without having regard to the matters set out in **subsection (1)(a) to (d)** if the changes are minor or technical.
- (1B)** The Ministry must give public notice of any amendments made under this section. 25
- (2) The Minister may exercise the power in **subsection (1)** whether or not the Secretary has reviewed the national curriculum statement, or reported on it under **section 90A**.
- 90C Minister may direct Secretary to review national curriculum statement**
- (1)** Despite **section 90A**, the Minister may direct the Secretary to review 1 or more learning areas, subjects, or wāhanga ako in a national curriculum statement. 30
- (2)** The Secretary must commence the review as soon as is reasonably practicable after receiving the direction.
- 11 Section 91 replaced (Board of State school must consult about delivery of health curriculum)** 35
- Replace section 91 with:

- 91 Board of State school must inform school community about delivery of health curriculum**
- (1) The board of a State school must inform the school community—
- (a) about the content of the health curriculum and how it will be delivered; and
 - (b) that a parent of a student enrolled at the school may ask the principal in writing under section 51 to ensure that the student is released from tuition in specified parts of the health curriculum related to sexuality education.
- (2) The board must carry out the duty in **subsection (1)** on a regular basis, but at least once every 3 years or whenever the health curriculum is changed, whichever occurs sooner.
- (3) In this section, **school community** means,—
- (a) for a State integrated school, the parents of students enrolled at the school, and the school’s proprietors;
 - (b) for any other State school, the parents of students enrolled at the school;
 - (c) in every case, any other person who the board considers is part of the school community for the purposes of this section.
- 11A Section 127 amended (Paramount objective of boards in governing schools)**
- (1) In section 127(2)(b), replace “foundation curriculum policy statement” with “national curriculum statement”.
- (2) Replace section 127(2)(f)(i) with:
- (i) any national curriculum statement; and
- 12 Section 161 amended (Occupancy of property and buildings)**
- (1) In section 161(1) and (7)(c), replace “Secretary” with “Board of the NZSPA”.
- (2) After section 161(1), insert:
- (1A) Before specifying any terms and conditions under this section, the Board of the NZSPA must consult the Secretary.
- 13 Section 162 amended (Leases and licences granted by boards)**
- In section 162(1), (2), and (3), replace “Secretary” with “Board of the NZSPA”.
- 14 Section 163 amended (Other agreements to occupy school land or buildings)**
- In section 163(4), replace “Secretary” with “Board of the NZSPA”.

15 Section 164 amended (Teaching and learning programmes)

In section 164(a), delete “foundation curriculum policy statements and ~~national~~”.

16 Section 165 amended (Monitoring of and reporting on student performance)

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In section 165(2)(a), delete “foundation curriculum policy statements and ~~national~~”.

17 New sections 170A to 170C and cross-heading inserted

After section 170, insert:

State schools of serious concern

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170A Notification by Chief Review Officer

(1) This section applies if the Chief Review Officer forms a view, following the performance of 1 or more of their functions under section 463, that a State school may be of serious concern.

(2) The Chief Review Officer must notify the Secretary and the Minister of their view within 2 working days after forming that view.

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170B Report by Chief Review Officer

(1) The Chief Review Officer must give the Secretary and the Minister a written report—

(a) stating whether the school notified under **section 170A** is of serious concern to the Chief Review Officer; and

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(b) recommending 1 or more interventions under section 171 that may address the matter (if the report states that the school is of serious concern to the Chief Review Officer).

(2) The report must be given within 28 working days after the Secretary and the Minister receive the notification under **section 170A**.

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170C Report by Secretary

(1) This section applies if the Secretary receives a report under **section 170B** stating that a school is of serious concern to the Chief Review Officer.

(2) The Secretary must give the Chief Review Officer and the Minister a written report that sets out—

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(a) what action (if any) the Secretary has taken in relation to the school; or

(b) what action the Secretary intends to take in relation to the school, and the time frame for that action; or

(c) what action the Secretary recommends that the Minister take in relation to the school, with reasons for the recommendation.

35

Education and Training (System Reform) Amendment Bill	
Part 1 cl 18	
(3) The report must be given within 30 working days after the Secretary receives the report under section 170B .	
18 Section 171 amended (Interventions in State schools by Secretary or Minister)	
After section 171(3), insert:	5
(3A) In considering whether reasonable grounds are established under subsection (2) or (3), the Minister or the Secretary may rely on and take into account information in a report given under section 170B .	
(3B) Subsection (3A) does not limit the information that the Minister or the Secretary can rely on or take into account for the purposes of subsection (2) or (3).	10
19 Section 190 amended (Minister may establish State schools)	
After section 190(2), insert:	
(2A) Despite subsection (2), the Minister must establish a State school if required to do so under section 212ZEB .	
20 Section 212I amended (Authorisation Board may approve sponsor)	15
(1) In section 212I(1), replace “a charter school” with “1 or more charter schools”.	
(2) After section 212I(5), insert:	
<i>Additional criteria for multi-school contracts</i>	
(6) In the case of a sponsor proposing to enter into a multi-school contract, the Authorisation Board must also take into account the following matters:	20
(a) the overall operating model of the schools the sponsor proposes to operate, including how the sponsor intends to allocate resources between them:	
(b) if applicable, how each school that the sponsor is currently operating is performing.	25
<i>Amendment of approval</i>	
(7) The Authorisation Board may, with the agreement of the sponsor, amend an existing approval to—	
(a) add 1 or more charter schools; or	
(b) remove 1 or more charter schools.	30
21 Section 212L amended (Charter school contracts)	
(1) In section 212L(1), replace “a charter school” with “1 or more charter schools”.	
(2) After section 212L(5), insert:	
(5A) In the case of a multi-school contract, the contract must set out the matters referred to in the following provisions in relation to each school covered by the contract:	35

(a) subsection (5)(a): (b) subsection (5)(d) and (e): (c) subsection (5)(g): (d) subsection (5)(h) to (j): <u>(e) if applicable, subsection (6).</u>	5
(5AB) <u>Despite subsection (5A), the contract may, in relation to the matters referred to in subsection (5)(g), provide for a single self-audit report for all the schools covered by the contract with school-specific sections.</u>	
(5B) The Agency and a sponsor may, by agreement, vary a multi-school contract to— (a) add 1 or more charter schools; or (b) remove 1 or more charter schools.	10
22 Section 212M amended (Notification of charter school) Replace section 212M(2) with:	
(2) A notice under subsection (1) must specify— (a) whether the charter school is covered by a multi-school contract; and (b) in relation to each charter school covered by a charter school contract,— (i) the name and location of the charter school to which the contract relates; and (ii) the name of the sponsor; and (iii) whether the charter school is to be a primary, secondary, or composite school; and (iv) whether the charter school will offer or provide distance learning and, if so, whether the school’s main mode of curriculum delivery will be distance learning; and (v) the year levels for which education may be given at the school; and (vi) any religious, philosophical, or other distinguishing characteristics of the school; and (vii) whether all or any (and if so, which) year levels are to be single-sex.	15 20 25 30
23 Section 212O amended (Duties of sponsors) (1) In section 212O, after “A sponsor must”, insert “, in relation to each charter school covered by the contract,”. (2) In section 212O, insert as subsection (2):	35

- (2) However, in the case of a multi-school contract, the sponsor may appoint a chief executive to be responsible for the day-to-day management of all the schools covered by the contract.

24 Section 212P amended (Sponsor to control management of charter school)

In section 212P(1) and (2), replace “the school” with “each school covered by the charter school contract”.

25 New sections 212ZEA and 212ZEB and cross-heading inserted

After section 212ZE, insert:

Replacement of converted school with State school

212ZEA Authorisation Board to find replacement sponsor

- (1) This section applies if the sponsor of a converted school gives—
- (a) written notice of termination of its charter school contract to the Agency and the Authorisation Board; or
 - (b) written notice to the Agency and Authorisation Board that it will not exercise any right of renewal of the contract.
- (2) After receiving notice under **subsection (1)**, the Authorisation Board must take reasonable steps to find a replacement sponsor.
- (3) Sections 212I, 212J, and 212K apply, with any necessary modifications, to the approval of a replacement sponsor.
- (4) Section 212L applies, with any necessary modifications, to a replacement sponsor.

212ZEB Minister must establish replacement State school

- (1) This section applies if the Authorisation Board is unable to find a replacement sponsor for the charter school before the date of termination or expiry of the charter school contract.
- State integrated school*
- (2) If the converted school was, immediately before the conversion date, a State integrated school, the Minister must accept an application from the former proprietor of that school to negotiate integration.
- (3) Despite **subsection (2)**, the Minister is not required to establish a replacement State integrated school if, in the Minister’s opinion, 1 or more of the following apply:
- (a) establishing the school would have significant implications for the Crown’s finances that are not justified in the circumstances:
 - (b) establishing the school would not benefit the network of State schools by allowing students access to quality schooling and providing choice about the type of education they receive:

	(c) there is insufficient community support for integration of the school.	
(4)	After the Minister accepts an application under subsection (2) , the Minister must offer terms that are substantially similar to those in the previous integration agreement relating to the school.	
	<i>State school other than State integrated school</i>	5
(5)	If the converted school was, immediately before the conversion date, a State school other than a State integrated school, the Minister must, under section 190, establish a replacement State school of the same type that the converted school was before the date of conversion.	
(6)	Despite subsection (5) , the Minister is not required to establish a replacement State school if, in the Minister's opinion, 1 or more of the following apply:	10
	(a) establishing the school would have significant implications for the Crown's finances that are not justified in the circumstances:	
	(b) establishing the school would not benefit the network of State schools by allowing students access to quality schooling and providing choice about the type of education they receive:	15
	(c) there is insufficient community support for the replacement school.	
26	Section 212ZF amended (Interventions in charter schools by Authorisation Board)	20
(1)	After section 212ZF(1)(e), insert:	
	(f) in the case of a multi-school contract,—	
	(i) remove 1 or more charter schools from the contract; or	
	(ii) remove 1 or more charter schools from the contract and replace the sponsor with another sponsor.	25
(2)	In section 212ZF(3), replace “subsection (1)(d) or (e)” with “subsection (1)(d), (e), or (f) ”.	
(3)	In section 212ZF(5), after “charter school contract”, insert “or exercising the power in subsection (1)(f) ”.	
27	Section 213 amended (Secretary may require application for registration of school)	30
(1)	In the heading to section 213, replace “ Secretary ” with “ Director ”.	
(2)	In section 213, replace “Secretary” with “Director of Regulation” in each place.	
28	Section 214 amended (Registration of private schools)	35
	In section 214(2), replace—	
(a)	“Secretary” with “Director of Regulation” in each place; and	

- (b) “provided” with “approved”.
- 29 Section 239 replaced (Offence relating to failure to comply with notice given under section 46)**
- Replace section 239 with:
- 239 Offence relating to failure to comply with Secretary’s direction under section 82(1)(c)** 5
- (1) A parent commits an offence if the parent fails to comply with a direction given by the Secretary under section 82(1)(c).
- (2) The parent is liable on conviction to a fine not exceeding \$3,000.
- 30 Section 249 amended (Offences relating to operation of private schools)** 10
- In section 249(3), replace “Secretary” with “Director of Regulation”.
- 31 Section 399 amended (Outline of Part 5)**
- After section 399(6), insert:
- (6A) Subpart 5A** concerns the New Zealand School Property Agency.
- 32 Section 452 amended (Rules)** 15
- In section 452(1)(s), after “qualifications”, insert “, micro-credentials,” in each place.
- 33 Section 475 amended (Composition of Teaching Council)**
- (1) Replace section 475(1) with:
- (1) The Teaching Council consists of at least 7, but not more than 9, members as follows: 20
- (a) at least 4, but not more than 6, members appointed by the Minister in accordance with section 476:
- (b) 3 elected members, being—
- (i) 1 person representing the early childhood education sector, elected by teachers from that sector; and 25
- (ii) 1 person representing the primary education sector, elected by teachers from that sector; and
- (iii) 1 person representing the secondary education sector, elected by teachers from that sector. 30
- (2) In section 475(6), replace “(iii), (v), and (vi)” with “and (iii)”.
- (3) Repeal section 475(7).
- 34 Section 476 amended (Ministerial appointment as member)**
- (1) Replace section 476(1) and (2) with:

- (1) The members of the Teaching Council appointed by the Minister must be persons nominated after the Teaching Council vacancy has been publicly notified.
- (2) The public notice must—
 - (a) specify the appointment process; and
 - (b) list the criteria for appointment specified in subsection (4).

5

- (2) Repeal section 476(3).

35 Section 478 amended (Purpose of Teaching Council)

In section 478, delete “, through raising the status of the profession”.

36 Section 479 amended (Functions and powers of Teaching Council)

- (1) Replace section 479(1) with:

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- (1) The functions of the Teaching Council are to—
 - (a) carry out the functions under Schedule 3 relating to teacher registration:
 - (b) conduct, in conjunction with quality assurance agencies,—
 - (i) approvals of teacher education programmes; and
 - (ii) monitoring and review of delivery of those programmes:
 - (c) monitor and enforce the requirements relating to mandatory reporting in this subpart and Schedule 3:
 - (d) perform the disciplinary functions in this subpart relating to teacher misconduct and reports of teacher convictions:
 - (e) set the criteria for reporting serious misconduct and for reporting on competence issues:
 - (f) perform the functions in this subpart relating to teacher competence:
 - (g) co-ordinate a system providing for the vetting by the Police of all teachers:
 - (h) prosecute, as the Teaching Council considers appropriate, breaches of the requirements of this Act relating to mandatory reports to the Council, teacher registration, practising certificates, and limited authorities to teach:
 - (i) perform any other functions conferred on it by this Act or any other legislation.

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- (2) Repeal section 479(2).

- (3) After section 479(3), insert:

- (3A) For the purpose of carrying out its functions in **subsection (1)(b)**, the Teaching Council may, by written notice, require a teacher education programme provider to give the ~~Teaching~~ Council any information specified in the notice within a specified time.

35

Education and Training (System Reform) Amendment Bill	
Part 1 cl 37	
(3B) The Teaching Council may do 1 or more of the following after consulting the Secretary:	
(a) impose conditions on the approval of a teacher education programme when approving the programme:	
(b) impose new conditions on the approval:	5
(c) amend or revoke any existing conditions:	
(d) cancel a programme approval.	
(4) <u>In section 479(7), replace “(1)(g), (h), or (i)” with “(1)(b)”.</u>	
37 Section 480 amended (Teaching Council fees, levies, and costs)	
In section 480(4)(a), replace “registered teachers” with “the Minister, registered teachers,”.	10
38 New section 480A inserted (Functions of Secretary)	
After section 480, insert:	
480A Functions of Secretary	
(1) The functions of the Secretary are to—	15
<i>Teacher registration</i>	
(a) establish and maintain criteria for teacher registration under Schedule 3 that the Secretary considers necessary or desirable:	
<i>Standards and criteria for qualifications, ongoing practice, and practising certificates</i>	20
(b) establish and maintain standards for qualifications that lead to teacher registration:	
(c) establish and maintain—	
(i) standards for ongoing practice; and	
(ii) criteria for the issue of practising certificates of different kinds:	25
<i>Code of conduct</i>	
(d) establish and maintain a code of conduct for teachers under section 485:	
<i>Reviews and subsequent action</i>	
(e) review the following in accordance with subsection (2) :	
(i) the criteria for teacher registration established under paragraph (a) :	30
(ii) the standards and criteria for qualifications, ongoing practice, and practising certificates established under paragraphs (b) and (c) :	
(iii) the code of conduct established under section 485:	
(f) vary, delete, add to, or replace 1 or more criteria or standards established under paragraphs (a) to (c) after—	35

- (i) a review under **paragraph (e)**; and
- (ii) consulting the Teaching Council and the organisations of employees affected by the criteria or standards:
- (g) vary, add to, or replace the code of conduct established under section 485 after a review under **paragraph (e)**.— 5
- ~~(i) a review under **paragraph (e)**; and~~
- ~~(ii) consulting the Teaching Council and the organisations of employees affected by the code.~~
- (2) The Secretary must carry out the reviews referred to in **subsection (1)(e)**— 10
 - (a) at least once every 7 years; or
 - (b) at shorter intervals if the Secretary thinks there is good reason to do so.

39 Section 485 amended (Code of conduct)

- (1) In section 485(1), ~~(2)~~, and (5), replace “Teaching Council” with “Secretary”.
- (2) After section 485(1), insert: 15
- (1A) Despite clause 2 of Schedule 6 of the Public Service Act 2020, the Secretary must not delegate to any person the functions or duties under this section.
- (2A) Replace section 485(2) with:
- (2) When preparing the code of conduct (and any amendments to it), the Secretary—
 - (a) must take all reasonable steps to consult— 20
 - (i) those who are bound by it; and
 - (ii) the Teaching Council; and
 - (iii) the Public Service Commissioner; and
 - (b) must have regard to—
 - (i) any relevant minimum standards of integrity and conduct or code of conduct that the Public Service Commissioner sets or issues under section 17 of the Public Service Act 2020; and 25
 - (ii) any code of conduct that the Secretary issues under section 598.
- ~~(3) Replace section 485(2)(b) with:~~ 30
 - ~~(b) must have regard to—~~
 - ~~(i) any relevant minimum standards of integrity and conduct or code of conduct that the Public Service Commissioner sets or issues under section 17 of the Public Service Act 2020; and~~
 - ~~(ii) any code of conduct that the Secretary issues under section 598.~~
- (4) Repeal section 485(3). 35

40 Section 487 amended (Delegations)

Repeal section 487(2)(e).

41 Section 495 amended (Complaints about conduct)

In section 495(1), replace “Teaching Council” with “Secretary”.

42 New subpart 5A of Part 5 inserted

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After section 517, insert:

Subpart 5A—New Zealand School Property Agency

Establishment of New Zealand School Property Agency

517A Persons responsible for administration of subpart

(1) The following persons are responsible for the administration of this subpart: 10

(a) the Minister who, under any warrant or with the authority of the Prime Minister, is for the time being responsible for the administration of this Act:

(b) if an additional Minister is given responsibility for the administration of this subpart (or 1 or more sections in this subpart), that person and the person referred to in **paragraph (a)**. 15

(2) If **subsection_(1)(b)** applies, the persons referred to in that subsection must act jointly in the performance of their functions and duties, and the exercise of their powers under this subpart (or 1 or more sections of this subpart).

517B New Zealand School Property Agency established

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The New Zealand School Property Agency is established.

517C NZSPA is Crown entity

(1) The New Zealand School Property Agency is a Crown agent.

(2) The Crown Entities Act 2004 applies to the New Zealand School Property Agency, except to the extent that this Act expressly provides otherwise. 25

517D Membership of NZSPA

(1) The Board of the NZSPA consists of at least 5, but not more than 9, members.

(2) The members of the Board of the NZSPA must be appointed by the Minister.

(3) When appointing members, the Minister must be satisfied that the Board of the NZSPA collectively has knowledge of, and experience and expertise, in the following areas: 30

(a) governance relating to—

(i) construction; and

(ii) infrastructure delivery; and

(iii)	asset management; and	
(iv)	the public sector:	
(b)	management of large infrastructure or property portfolios:	
(c)	financial and risk management:	
(d)	government processes:	5
(e)	the New Zealand schooling system:	
(f)	perspectives of State school boards and their employees, and school communities.	
	<i>Objective, functions, and additional duties of NZSPA</i>	
517E	Objective of NZSPA	10
	The objective of the NZSPA is to support and contribute to the achievement of the purpose of this Act by ensuring that the administration of education property—	
(a)	is effective and efficient; and	
(b)	consistent with good practice for investment and asset management, including standards and directions issued by the Government.	15
517F	Functions of NZSPA	
(1)	The functions of the NZSPA are to—	
(a)	administer the following as agent of the Crown:	
(i)	education property and associated rights:	20
(ii)	improvements to education property:	
(iii)	agreements relating to education property and associated rights:	
(b)	manage the planning, design, construction, acquisition, maintenance, repair, and disposal of education property—	
(i)	in accordance with this Act and the Public Works Act 1981; and	25
(ii)	in a manner that gives effect to standards and priorities set by the Government:	
(c)	support the regulated entities in planning and managing capital projects and maintenance works funded by the Ministry:	
(d)	monitor the performance of education property, including by ensuring that the maintenance by a relevant person and the regulated entities of their land, buildings, and associated infrastructure complies with the following requirements:	30
(i)	terms and conditions specified under section 161 or section 560 (as applicable):	35
(ii)	other legislative requirements:	

(iii) other standards and policies specified by the Secretary or the NZSPA: (e) report to the Secretary, if required under section 517G(1)(b), on a failure of a regulated entity to comply with 1 or more requirements referred to in paragraph (d): (f) provide advice about property planning and delivery to the Minister and the Secretary to support decision-making related to property investment: (g) maintain relationships with the regulated entities and provide advice to them about education property: (h) support the Crown in its responsibility to give effect to Te Tiriti o Waitangi, including by— (i) supporting the Crown in negotiating and agreeing the settlement of claims made by Māori in relation to breaches or alleged breaches of Te Tiriti o Waitangi or its principles; and (ii) understanding and administering Te Tiriti o Waitangi settlement commitments in relation to education property as agent of the Crown: (i) carry out any additional function— (i) conferred on it by this Act or any other legislation; or (ii) relevant to its objective that the Minister directs in accordance with section 112 of the Crown Entities Act 2004.	5 10 15 20
(2) The Board of the NZSPA may employ any person— (a) it thinks necessary or desirable for the effective and efficient administration of its functions; and (b) who is not an existing member of the Board of the NZSPA or a State school board; and (c) subject to the condition that the person does not become a member of the Board of the NZSPA or a State school board during their employment term.	25
517G Additional collective duties of NZSPA Board (1) The Board of the NZSPA must ensure that— (a) the NZSPA maintains systems and processes to ensure that the NZSPA has the capability and capacity to perform its functions under section 517F; and (b) the NZSPA makes a report to the Secretary if— (i) a regulated entity has failed to comply with, or is not complying with, 1 or more requirements referred to in section 517F(1)(d); and (ii) the non-compliance is significant or recurring; and	30 35

	(iii) intervention by the NZSPA has failed to address the non-compliance within a reasonable time; and	
(c)	it appoints a chief executive—	
	(i) who is not an existing member of the Board of the NZSPA or a State school board; and	5
	(ii) subject to the condition that they do not become a member of the Board of the NZSPA or a State school board during their appointment term; and	
	(iii) in accordance with section 117 of the Crown Entities Act 2004.	
(2)	The duties of the Board of the NZSPA in subsection (1) are—	10
	(a) in addition to the duties in sections 49 to 52 of the Crown Entities Act 2004; and	
	(b) collective duties owed to the Minister for the purposes of section 58 of the Crown Entities Act 2004.	
	<i>Powers of NZSPA Board</i>	15
517H	Power to authorise entry, inspection, construction, repairs, and maintenance	
(1)	The Board of the NZSPA may, for the purpose of performing the functions of the NZSPA under section 517F , authorise a person in writing to exercise the powers in subsection (2) .	20
(2)	A person holding an authorisation under subsection (1) (the authorised person) may, at any reasonable time and having given reasonable notice to a relevant person,—	
	(a) enter and inspect education property:	
	(b) inspect, photocopy, print, or copy onto a storage device a document (whether held in electronic or paper form) that the authorised person believes on reasonable grounds to belong to the relevant person:	25
	(c) remove a document described in paragraph (b) , whether in its original form or as an electronic or a paper copy:	
	(d) require the relevant person to—	30
	(i) produce documents or provide information relating to the operation of the school or early childhood education and care centre that is operated on the education property:	
	(ii) permit the authorised person to copy or take extracts from the documents or information:	35
	(e) enter education property and carry out, or arrange for the carrying out of—	
	(i) any construction related to that property; or	

	(ii) necessary repairs or maintenance.	
	<i>Additional requirements for entry of dwelling house</i>	
(3)	An authorised person may only enter education property that is a dwelling house—	
	(a) in the case of an emergency; or	5
	(b) for the purpose of inspecting the premises, between 8 am and 7 pm on any day after giving the relevant person at least 48 hours' notice of the intended entry, and not more frequently than once in any period of 4 weeks; or	
	(c) for the purpose of carrying out construction, necessary repairs, or maintenance on the premises between 8 am and 7 pm on any day after giving the relevant person at least 24 hours' notice of—	10
	(i) the intended entry; and	
	(ii) the reason for the intended entry.	
(4)	An authorised person may only exercise the powers in subsections (2)(b) to (d) in relation to a dwelling house if the person has reasonable grounds to believe the documents or information relate to the operation of the school or the early childhood education and care centre that employs the relevant person.	15
	<i>Duties of relevant person</i>	
(5)	The relevant person must facilitate the exercise of powers under subsection (2)(a) and (e) .	20
	<i>General requirements for exercise of power</i>	
(6)	An authorisation under subsection (1) must contain—	
	(a) a reference to this section; and	
	(b) the full name of the authorised person; and	25
	(c) a statement of the powers conferred on that person by this section.	
(7)	A person exercising a power under subsection (2) must have the appropriate written authorisation and evidence of identity, and must produce them to the relevant person—	
	(a) on first entering the premises; and	30
	(b) whenever subsequently reasonably required to do so by the relevant person.	
	<i>Duties of authorised person after exercise of certain powers</i>	
(8)	If the authorised person removes documents from the premises under subsection (2)(c) or copies them under subsection (2)(d) , the authorised person must—	35
	(a) leave at the premises a list of the documents removed or copied; and	

(b)	return the documents, or a copy of them, to the relevant person as soon as practicable.	
(9)	The authorised person must list any construction, repairs, or maintenance carried out under subsection (2)(e) and provide the list to the relevant person as soon as is reasonably practicable.	5
517I	Recovery of money expended for necessary repairs and maintenance	
	Costs reasonably incurred by the NZSPA for necessary repairs or maintenance carried out or arranged under section 517H(2)(e)(ii) —	
(a)	must be paid by the relevant person on demand by the Board of the NZSPA; and	10
(b)	if not paid by the relevant person in accordance with the NZSPA Board’s demand, are recoverable from the relevant person in a court of competent jurisdiction as a debt due to the NZSPA.	
517J	Power to require information	
(1)	The Board of the NZSPA may, by written notice that complies with subsection (2) , require a relevant person to provide information relating to 1 or more of the following:	15
(a)	the land:	
(b)	any buildings on the land:	
(c)	any associated infrastructure:	20
(d)	any maintenance or repairs planned or carried out in relation to the land, buildings, or associated infrastructure.	
(2)	The notice must specify the information required and the date by which it must be provided to the Board of the NZSPA or a person authorised by the Board of the NZSPA.	25
(3)	The relevant person must provide the information in writing by the date specified in the notice.	
517K	Interventions in State school by NZSPA	
(1)	The following interventions may be used in relation to a State school:	
(a)	a requirement by the Board of the NZSPA for a board to engage specialist help:	30
(b)	a requirement by the Board of the NZSPA for a board to prepare and carry out an action plan:	
(c)	a requirement by the Board of the NZSPA that the board attend a case conference to enable a particular issue or particular issues to be discussed and actions to be agreed:	35

(d) a requirement by the Board of the NZSPA that the board engage an appropriately qualified person to undertake a specialist audit of any aspect of the school's affairs: (e) the issuing by the Board of the NZSPA to the board of a performance notice requiring the board to carry out a specified action by a specified date.	5
(2) The Board of the NZSPA may use an intervention described in subsection (1) only if the Board has reasonable grounds for concern about land, buildings, or associated infrastructure occupied or used by the board.	
(3) When applying an intervention, the Board of the NZSPA must apply whichever intervention it considers is reasonable to deal with the risk without intervening more than necessary in the affairs of the board.	10
(4) The application of any one intervention does not preclude applying any other intervention, either concurrently or at any other time.	
517L Specialist help	15
(1) The Board of the NZSPA may, by written notice to a board, require the board to engage specified specialist help to remedy an issue with land, buildings, or associated infrastructure occupied or used by the board.	
(2) A notice given under subsection (1) must identify particular persons or organisations, or types of persons or organisations, whom the board must engage.	20
(3) The Board of the NZSPA may also require, in the notice, that the board provide to the Secretary a report or reports (for example, a progress report and a final report) on the specialist help— (a) by the specified time or times; or (b) at the specified intervals; or (c) both.	25
(4) A board that receives a notice under subsection (1) must— (a) engage the specialist help as soon as practicable; and (b) pay the fees and reasonable expenses of any person or organisation engaged to provide specialist help, unless the Board of the NZSPA determines otherwise; and (c) if applicable, provide a report to the Board of the NZSPA at the time or times, or intervals, specified in the notice.	30
517M Action plans	35
(1) The Board of the NZSPA may, by written notice to a board, require the board to prepare and carry out an action plan to remedy an issue with land, buildings, or associated infrastructure occupied or used by the board.	

- (2) A notice under **subsection (1)** must specify—
 - (a) the matters that the action plan must address; and
 - (b) the outcomes sought; and
 - (c) the time within which a draft action plan must be prepared.
 - (3) A board that receives a notice under **subsection (1)** must comply with it by— 5
 - (a) preparing a draft action plan within the time specified in the notice; and
 - (b) presenting it to the Board of the NZSPA for approval.
 - (4) The Board of the NZSPA may negotiate with the board over the draft action plan in order to reach an agreed plan.
 - (5) However, if, after a reasonable period, the board and the Board of the NZSPA 10have not reached agreement over the content of the action plan, the Board of the NZSPA may give notice to the board that the Board of the NZSPA will approve a particular version of the plan.
 - (6) If the Board of the NZSPA has approved an action plan, the board must—
 - (a) implement it in accordance with its terms, unless the Board of the 15NZSPA directs otherwise; and
 - (b) make the plan available as if it were part of the strategic plan required under section 138.
- 517N Case conference**
- (1) The Board of the NZSPA may, by written notice to a board, require the board 20to attend a case conference on a specified date to—
 - (a) discuss an issue with land, buildings, or associated infrastructure occupied or used by the board; and
 - (b) agree actions to address that issue.
 - (2) The notice must specify the issue or issues to be discussed. 25
 - (3) A board that receives a notice under **subsection (1)** must attend the case conference.
 - (4) The Board of the NZSPA may invite any person to attend the case conference if the Board considers that the person's presence at the conference is desirable.
- Parties agree on action* 30
- (5) If the case conference results in the parties reaching agreement on an action to address an issue, the agreement—
 - (a) must be recorded in writing; and
 - (b) is binding on the parties.

Parties not able to agree on action

- (6) If the Board of the NZSPA and the board are not able to agree on an action to address an issue, the Board of the NZSPA may, by written notice to the board, require it to—
- (a) take a particular action; and 5
 - (b) provide the Board of the NZSPA with a report or reports (for example, a progress report and a final report) on the action taken—
 - (i) at a given time or given times; or
 - (ii) at specified intervals; or
 - (iii) both. 10
- (7) A board that receives a notice under **subsection (6)** must,—
- (a) in relation to a requirement to take a particular action, take the action as soon as practicable; and
 - (b) if the notice includes a requirement to report to the Board of the NZSPA, provide a report or reports at the time or times, or intervals, specified in the notice. 15

5170 Specialist audit

- (1) The Board of the NZSPA may, by written notice to the board, require a board to engage an appropriately qualified person to undertake a specialist audit in relation to land, buildings, or associated infrastructure occupied or used by the board. 20
- (2) A notice under **subsection (1)** must identify particular persons or organisations, or types of persons or organisations, whom the board must engage.
- (3) The Board of the NZSPA may also require, in the notice, that the board provide the Board of the NZSPA with a report or reports (for example, a progress report and a final report) on the audit— 25
- (a) as at a given time or times; or
 - (b) at specified intervals; or
 - (c) both.
- (4) A board that receives a notice under **subsection (1)** must— 30
- (a) undertake the audit as soon as practicable; and
 - (b) pay the fees and reasonable expenses of any person or organisation engaged to undertake the audit, unless the Board of the NZSPA determines otherwise; and
 - (c) provide a report or reports to the Board of the NZSPA at the time or times, or intervals, specified in the notice. 35

517P Performance notice

- (1) The Board of the NZSPA may, by written notice to a board, issue a performance notice requiring the board to carry out a specified action by a specified date in relation to land, buildings, or associated infrastructure occupied or used by the board. 5
- (2) The Board of the NZSPA may also require, in the notice, that the board provide the Board of the NZSPA with a report or reports (for example, a progress report and a final report) on the action taken—
 - (a) as at a given time or given times; or
 - (b) at specified intervals; or 10
 - (c) both.
- (3) A board that receives a notice under **subsection (1)** must—
 - (a) take the action by the date specified in the notice; and
 - (b) if applicable, provide a report or reports to the Board of the NZSPA at the time or times, or intervals, specified in the notice. 15

517Q Power to delegate and subdelegate

- (1) Despite section 73 of the Crown Entities Act 2004, the Board of the NZSPA must not delegate the duty to appoint a chief executive under **section 517G(1)(c)** to a person other than a person acting in place of the chief executive. 20
 - (2) A delegation under section 73 of the Crown Entities Act 2004 to the chief executive, if there is no chief executive for the time being, or if the chief executive is absent from duty, continues to have effect as if made to the person for the time being acting in place of the chief executive. 25
- Subdelegation* 25
- (3) Despite clause 2(7) of Schedule 6 of the Public Service Act 2020, the Board of the NZSPA may subdelegate a power or function delegated to it by the Secretary to the following persons:
 - (a) a member of the Board:
 - (b) the chief executive of the NZSPA: 30
 - (c) an employee of the NZSPA.
 - (4) The remaining provisions of clause 2 of Schedule 6 of the Public Service Act 2020 apply to a subdelegation under **subsection ~~(4)~~ (3)** with any necessary modifications.
 - (5) The Board of the NZSPA may subdelegate a function, duty, or power delegated to it under **section 517S** to the following persons: 35
 - (a) a member of the Board:
 - (b) the chief executive of the NZSPA:

- (c) an employee of the NZSPA.

517R NZSPA powers elsewhere in this Act

The Board of the NZSPA also has the powers set out in sections 161 to 163 and 560.

Role of Minister

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517S Responsible Minister may delegate functions, duties, or powers to NZSPA

- (1) The Minister may, either generally or specifically, delegate to the Board of the NZSPA any or all of the Minister's functions, duties, or powers under this Act or any other Act, including functions, duties, and powers delegated to the Minister under this Act or any other Act. 10
- (2) A delegation—
 - (a) must be in writing; and
 - (b) may be revoked at will in writing; and
 - (c) may be subject to instructions or conditions.
- (3) Despite **subsection (1)**, the Minister must not delegate— 15
 - (a) the general power of delegation:
 - (b) any functions, duties, or powers that are inconsistent with the objective of the NZSPA set out in **section 517E**:
 - (c) the powers in **sections 517T to 517Z**.
- (4) The power of the Minister to delegate under this section— 20
 - (a) is subject to any prohibitions, restrictions, or conditions contained in any other Act in relation to the delegation of the Minister's functions, duties, or powers; but
 - (b) does not limit any power of delegation conferred on the Minister by any other Act. 25
- (5) The NZSPA may perform or exercise any functions, duties, or powers delegated to it in the same manner and with the same effect as if they had been conferred on it directly and not by delegation (subject to any general or special directions given or conditions imposed by the Minister.
- (6) If the NZSPA purports to act under any delegation, it is, in the absence of proof to the contrary, presumed to be acting in accordance with the terms of the delegation. 30
- (7) A delegation does not affect or prevent the Minister from performing or exercising a function, duty, or power or affect the Minister's responsibility for the actions of any person acting under the delegation. 35

517T Minister may issue GPS

- (1) The Minister may issue a GPS in relation to either or both of the following:

(a)	the network of State and charter schools:	
(b)	the school property portfolio.	
(2)	The purpose of the GPS is to set an overall direction and priorities in relation to either or both of the following:	
(a)	the network of State and charter schools:	5
(b)	the school property portfolio.	
(3)	The Minister—	
(a)	may review the GPS at any time; but	
(b)	must review the GPS at intervals that are no more than 3 years apart.	
517U	Preparation or review of GPS	10
	When preparing or reviewing a GPS, the Minister must—	
(a)	be satisfied that the GPS contributes to the objective of the NZSPA as set out in section 517E ; and	
(b)	consult the Ministry and the NZSPA, and have regard to their views; and	
(c)	engage with other persons that the Minister considers appropriate.	15
517V	Content of GPS	
(1)	The GPS must include the following:	
(a)	the Government’s overall direction and priorities in relation to either or both of the following:	
(i)	the network of State and charter schools, including in relation to Kaupapa Māori, Māori medium, and learning support:	20
(ii)	the school property portfolio:	
(b)	how the Government expects—	
(i)	the Ministry and the NZSPA to give effect to the Government’s priorities for the network of State and charter schools and the school property portfolio; and	25
(ii)	the NZSPA to manage and deliver its objective and carry out its functions:	
(c)	a framework for regular monitoring of progress and reporting requirements.	30
(2)	The GPS may include any other matters the Minister considers relevant.	
517W	GPS must be made available	
(1)	As soon as practicable after issuing a GPS, the Minister must present a copy of the GPS to the House of Representatives.	

- (2) The GPS must be made publicly available as soon as practicable after it is issued by publishing a copy on the Ministry’s Internet site in a format that is readily accessible.

517X Status of GPS

- (1) A GPS is not a direction for the purposes of Part 3 of the Crown Entities Act 2004. 5
- (2) **Sections 517T to 517Z** do not limit other provisions relating to directions in the Crown Entities Act 2004.

517Y Effect of GPS

- (1) The Ministry and the NZSPA must give effect to the GPS. 10
- (2) The Minister may, by notice in the *Gazette*, require a central government education agency to give effect to the GPS.
- (3) Before exercising a power under **subsection (2)**, the Minister must consult the agency likely to be affected by the exercise of the power.

517Z Amending GPS

- (1) The Minister may amend the GPS at any time. 15
- (2) **Sections 517U, 517V, and 517W** do not apply to an amendment to the GPS if the Minister considers the amendment is not significant.

43 Section 547 amended (Outline of Part 6)

- (1) After section 547(5), insert: 20
- (5A) **Subpart 4A** sets out provisions concerning system monitoring studies.
- (2) After section 547(6), insert:
- (6A) **Subpart 5A** sets out provisions concerning the Director of Regulation.

44 Section 560 amended (Centres situated on land owned by, or leased to, the Crown) 25

- (1) In section 560(1)(d), (2)(a) and (b), and (3), replace “Secretary” with “Board of the NZSPA” in each place.
- (2) In section 560(2)(c), replace “Secretary’s approval” with “approval of the Board of the NZSPA”.

45 Section 598 amended (Code of conduct) 30

Replace section 598(3)(c) with:

- (c) the Public Service Commissioner, and must have regard to—
- (i) any code of conduct that the Commissioner has issued under section 17 of the Public Service Act 2020; and

- (ii) any code of conduct that the Secretary has issued under section 485.

46 New subpart 4A of Part 6 inserted

After section 618, insert:

Subpart 4A—System monitoring studies

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618A Minister to notify system monitoring studies

The Minister may, by notice in the *Gazette*, specify—

- (a) 1 or more system monitoring studies that registered schools must participate in, if selected (a **notified study**); and
- (b) the dates on which the schools must participate in those studies.

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618B Registered school must participate in system monitoring studies

- (1) The following persons must ensure that a registered school participates in a system monitoring study notified under **section 618A** if the school is selected to take part in that study:

- (a) in the case of a State school, the board of the school:
- (b) in the case of a charter school, the sponsor:
- (c) in the case of a private school, the managers.

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- (2) If a registered school is selected to take part in a notified study, persons in that school holding a teaching position and students selected to participate must make best endeavours to answer questions associated with the study.

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- (3) However, **subsections (1) and (2)** do not apply to—

- (a) a specified kura board:
- (b) a registered school that does not provide instruction in the language of the notified study:
- (c) a registered school that has been granted an exemption under **section 618C**.

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618C Minister may grant exemption

- (1) The Minister may, by notice, exempt a specified registered school from the obligation to comply with **section 618B(1) and (2)**.

- (2) The Minister may grant the exemption only if—

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- (a) the Minister is satisfied that—
 - (i) participating in the study would cause undue hardship to the school, its staff, or students; or
 - (ii) there has been an unforeseen event affecting the school, its staff, or students; or

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- (b) the Minister considers there is another acceptable reason for granting the exemption.
- (3) The Minister may grant the exemption unconditionally or subject to any conditions that the Minister may specify in the notice.
- (4) The exemption notice must— 5
 - (a) identify the specified school that is exempt from the obligation to comply with **section 618B(1) and (2)**; and
 - (b) give reasons for the exemption.

47 New subpart 5A of Part 6 inserted

After section 621, insert: 10

Subpart 5A—Provisions relating to Director of Regulation

621A Director of Regulation

- (1) The chief executive of the Education Review Office (the **chief executive**) must appoint a person to be the Director of Regulation.
- (2) The chief executive must be satisfied that the person has the appropriate experience and expertise to perform and exercise the functions, duties, and powers of the Director of Regulation. 15
- (3) The person must be employed by the Education Review Office, but at the time of appointment— 20
 - (a) need not be a current employee of the Education Review Office; and
 - (b) must not also be the Chief Review Officer.
- (4) When performing or exercising a function, duty, or power under this Act, the Director— 25
 - (a) does so as an employee of the Education Review Office; but
 - (b) must exercise independent judgement if this Act requires the Director to do so (for example, if there is a requirement to act independently of the Minister or any other person).

621B Functions of Director of Regulation

- (1) The functions of the Director of Regulation are to— 30
 - Early childhood education
 - (aaa) carry out the functions referred to in section 27B:
 - Private schools*
 - (a) require the managers of a private entity that is not registered under section 214 to apply for registration as a private school if the Director considers that the entity is operating as a school (*see* section 213): 35

(b)	approve forms for the purposes of applications for provisional registration under section 214:	
(c)	make decisions on the provisional and full registration of entities as private schools in accordance with Schedule 7:	
(d)	take actions against private schools in accordance with Schedule 7:	5
(e)	receive notifications under clause 8 of Schedule 7 that a private school is to cease to operate:	
(f)	prosecute, as the Director considers appropriate, offences under section 249:	
(g)	authorise regulatory officers to exercise powers under section 628: <i>Hostels</i>	10
(h)	help to ensure the safety of students who board at hostels, including by—	
(i)	making decisions on the issue, suspension, cancellation, and replacement of licences for hostels; and	15
(ii)	authorising persons under section 632 to exercise the powers set out in section 631; and	
(iii)	prosecuting, as the Director considers appropriate, offences under regulations relating to hostels made under section 643 of this Act:	20
	<u><i>General</i></u>	
(i)	<u>carry out any other functions conferred or imposed on the Director under this Act or any other legislation:</u>	
(i)	<u>publish the methods by which the Director will manage any conflicts or potential conflicts between the Director's regulatory functions under paragraphs (aaa) to (i) and the Chief Review Officer's monitoring, evaluation, and review functions under this Act.</u>	25
(2)	<u>However, the Ministry is the Minister's principal policy adviser on matters relating to early childhood education, private schools, and hostels.</u>	
621C	Regulatory officers	
	The Director of Regulation—	30
(a)	may designate a suitably qualified person (whether or not an employee of the Education Review Office) as a regulatory officer for the purpose of performing functions and exercising powers in relation to private schools; and	
(b)	must ensure that the person has a certificate to that effect, in a form approved by the Director.	35

621D Delegation of Director's functions, duties, and powers

- (1) The Director of Regulation may, either generally or specifically, delegate to a person any of their functions, duties, or powers.
- (2) A delegation—
 - (a) must be in writing; and 5
 - (b) may be revoked at will in writing; and
 - (c) may be subject to instructions or conditions.
- (3) Despite **subsection (1)**, the Director of Regulation—
 - Delegation to person within public service who is not Education Review Office employee* 10
 - (a) may delegate their functions, duties, or powers to a person described in **subsection (4)** only if—
 - (i) the chief executive of the Education Review Office consents in writing to that delegation; and
 - (ii) the delegation is for a specified period; and 15
 - Delegation outside public service*
 - (b) may delegate a clearly identified function, duty, or power to a person outside the public service only if—
 - (i) the chief executive of the Education Review Office consents in writing to that delegation; and 20
 - (ii) the delegation is for a specified period; and
 - (iii) the Director is satisfied that any conflicts of interest will be avoided or managed; but
 - (c) must not delegate ~~the general power of delegation.~~ 25
 - (i) a function, duty, or power to a person who is required to be provided with or may receive grants under section 548; and
 - (ii) the general power of delegation.
 - (4) For the purposes of **subsection (3)(a)**, the person is a person who—
 - (a) is not an employee of the Education Review Office; but
 - (b) is a public service employee or an individual working in the public service as a contractor or as a secondee from elsewhere in the State services in relation to a function of the public service. 30
 - (5) A person to whom any functions, duties, or powers are delegated may perform or exercise those functions, duties, or powers in the same manner, subject to the same restrictions, and with the same effect as if they had been conferred on them directly and not by delegation (subject to any general or special directions given or conditions imposed by the Director). 35

- (6) A person who purports to act under any delegation is, in the absence of proof to the contrary, presumed to be acting in accordance with the terms of the delegation.
- (6A) The Director of Regulation must report on the effectiveness of the performance or exercise of each function, duty, or power delegated under **subsection (3)(b)** in the annual report of the Education Review Office (prepared in accordance with section 43 of the Public Finance Act 1989) that relates to the financial year in which the function, duty, or power is performed or exercised. 5
- (7) In this section,—
- public service** has the meaning given in section 10 of the Public Service Act 2020 10
- public service employee** has the meaning given in section 65 of the Public Service Act 2020
- State services** has the meaning given in section 5 of the Public Service Act 2020. 15

48 Section 628 replaced (Powers of entry and inspection)

Replace section 628 with:

628 Powers of entry and inspection

Entry in respect of registered schools

- (1) The Secretary may authorise a person in writing to exercise the powers in **subsection (2)**. 20
- (2) A person holding an authorisation under **subsection (1)** may, at any reasonable time,—
- (a) enter and inspect a registered school:
- (b) inspect, photocopy, print, or copy onto a storage device a document (whether held in electronic or paper form) that the person believes on reasonable grounds to belong to the board, sponsor, or manager of the school: 25
- (c) remove a document described in **paragraph (b)**, whether in its original form or as an electronic or a paper copy. 30

Entry in respect of private schools

- (3) The Director of Regulation may authorise a regulatory officer in writing to exercise the powers in **subsection (4)**.
- (4) A regulatory officer holding an authorisation under **subsection (3)** may, at any reasonable time,— 35
- (a) enter and inspect a private school:

	(b) inspect, photocopy, print, or copy onto a storage device a document (whether held in electronic or paper form) that the regulatory officer believes on reasonable grounds to belong to the manager of the school:	
	(c) remove a document described in paragraph (b) , whether in its original form or as an electronic or a paper copy.	5
	<i>Requirements for exercise of powers of entry and inspection</i>	
(5)	An authorisation under subsection (1) or (3) must contain—	
	(a) a reference to this section; and	
	(b) the full name of the person authorised; and	
	(c) a statement of the powers conferred on that person by this section.	10
(6)	A person exercising a power under subsection (2) or (4) must have the appropriate written authorisation and evidence of identity, and must produce them to the person in charge of the premises concerned (or the person having possession or control of the documents concerned)—	
	(a) on first entering the premises; and	15
	(b) whenever subsequently reasonably required to do so by the person in charge.	
(7)	If any documents are removed from a school under subsection (2)(c) or (4)(c) , the person who removes the documents must—	
	(a) leave at the school a list of the documents removed; and	20
	(b) return the documents, or a copy of them, to the school as soon as practicable unless to do so would prejudice any investigation being or to be carried out by the Ministry or the Education Review Office.	
(8)	In this section, inspect , in relation to a school, includes—	
	(a) accessing the written and recorded work of students enrolled there; and	25
	(b) meeting and talking with students enrolled there.	
49	Section 629 amended (Entry where private school suspected of being unregistered)	
	In section 629(1), replace “section 628(3)” with “ section 628(1) or (3) ”.	
50	Section 632 amended (Authorised persons)	30
	In section 632(1), replace “Minister” with “Director of Regulation”.	
51	Section 635 amended (Entry and inspection powers elsewhere in Act)	
	In section 635, insert as subsection (2):	
(2)	The right of persons authorised by the NZSPA to enter and inspect education property and to carry out (or arrange for the carrying out of) any construction, necessary repairs, or maintenance is set out in section 517H .	35

52 Schedule 1 amended

- (1) In Schedule 1,—
 - (a) insert the Part set out in **Schedule 1** of this Act as the last Part; and
 - (b) make all necessary consequential amendments.
- (2) In Schedule 1, clause 114, replace the definitions of **conversion date** and **converted school** with: 5
 - conversion date** has the meaning given in section 10(1)
 - converted school** has the meaning given in section 10(1)

53 Schedule 3 amended

- (1) In Schedule 3, clause 2(d), replace “section 479(1)(e)” with “**section 480A(1)(a)**”. 10
- (2) In Schedule 3, clause 10(2)(c), replace “Teaching Council under section 479(1)(j)” with “Secretary under **section 480A(1)(c)**”.
- (3) In Schedule 3, clause 10(4)(b)(ii), (6)(a)(iv), and (6)(b)(iii), replace “section 479(1)(j)” with “**section 480A(1)(c)**”. 15

54 Schedule 6 amended

- In Schedule 6, after clause 2(4), insert:
- (4A) Despite subclause (4), the Minister must accept an application to enter into negotiations for integration if required to do so under **section 212ZEB**.

55 Schedule 7 amended 20

- (1) In Schedule 7, in the following provisions, replace “Secretary” with “Director of Regulation” in each place:
 - (a) clause 1(1) to (3) and (5):
 - (b) clause 4:
 - (c) clause 6: 25
 - (d) clause 8:
 - (e) clause 9:
 - (f) clause 10(1) to (3):
 - (g) clause 11:
 - (h) clause 12(1) and (2). 30
- (2) In Schedule 7, replace clause 1(4) with:
 - (4) The Director of Regulation may require a further assessment, in addition to the assessment under **clause 9(2)**, of a school that has its provisional registration renewed under subclause (3).
- (3) In Schedule 7, clause 1(5), replace “a review” with “an assessment”. 35

- (4) In Schedule 7, clause 4(1), replace “Secretary’s approval” with “approval of the Director of Regulation”.
- (5) In Schedule 7, in the cross-heading above clause 8, replace “*Secretary*” with “*Director*”.
- (6) In the heading to clause 8, replace “**Secretary**” with “**Director**”. 5
- (7) In Schedule 7, in the cross-heading above clause 9, replace “*Review*” with “*Assessment and review*”.
- (8) In Schedule 7, in the heading to clause 9, replace “**Review**” with “**Assessment and review**”.
- (9) In Schedule 7, replace clause 9(1) to (4) with: 10
- (1) As soon as practicable after provisionally registering an existing school or a proposed school under clause 1(1), the Director of Regulation must inform the Chief Review Officer and the Secretary of the provisional registration.
- (2) The Director of Regulation must ensure that a regulatory officer assesses a school that is provisionally registered under clause 1(1)— 15
 - (a) between 6 and 12 months after the provisional registration of the school; or
 - (b) earlier, by agreement with its managers.
- (3) The Director of Regulation must ensure that a regulatory officer conducts a further assessment of a school that has had its provisional registration renewed under clause 1(3). 20
- (3A) The Director of Regulation must ensure that a regulatory officer periodically conducts an assessment of a fully registered private school.
- (4) The Director of Regulation must ensure that a regulatory officer who conducts an assessment under ~~subclause (2) or (3)~~ **(2), (3), or (3A)**— 25
 - (a) prepares a written report on the assessment that includes information about—
 - (i) whether the school meets the criteria for registration as a private school; and
 - (ii) the areas in which improvement is required, if the school does not meet the criteria; and 30
 - (b) gives a copy of the report to the school’s manager.
- (10) In Schedule 7, repeal clause 9(7).
- (11) In Schedule 7, in the cross-heading above clause 10, replace “*Secretary*” with “*Director*”. 35
- (12) In Schedule 7, in the heading to clause 10, replace “**Secretary’s**” with “**Director’s**”.
- (13) In Schedule 7, clause 10(1)(b), replace “a review” with “an assessment”.

- (14) In Schedule 7, after clause 12(2), insert:
- (3) As soon as practicable after cancelling the registration of a private school, the Director of Regulation must notify the Secretary of the cancellation.

56 Schedule 19 amended

- (1) In Schedule 19, replace clause 1(1) and (2) with: 5
- (1) The term of office of an elected member of the Teaching Council is 3 years and an elected member may be re-elected for 2 more terms.
- (2) The term of office of an appointed member of the Teaching Council is 3 years or a shorter period as specified by the Minister in their notice of appointment.
- (3) An appointed member may be reappointed for 2 more terms. 10
- (2) In Schedule 19, clause 5(2), delete “within 6 months of the expiry of the vacating member’s term”.
- (3) In Schedule 19, repeal clause 5(3).

Part 2

Amendments to other legislation 15

Amendment to Crown Entities Act 2004

57 Principal Act

Section 58 amends the Crown Entities Act 2004.

58 Schedule 1 amended

In Schedule 1, Part 1, table, insert in its appropriate alphabetical order: 20

New Zealand School Property Agency

Amendment to Ombudsmen Act 1975

59 Principal Act

Section 60 amends the Ombudsmen Act 1975.

60 Schedule 1 amended

In Schedule 1, Part 2, insert in its appropriate alphabetical order: 25

New Zealand School Property Agency

Consequential amendments and revocation

61 Consequential amendments

Amend the legislation specified in **Schedule 2** as set out in that schedule. 30

62 Revocation

The Public Service (Chief Executive for School Property) Order 2024 (SL 2024/226) is revoked.

Schedule 1
New Part ~~8~~ 10 inserted into Schedule 1

s 52

Part <u>810</u>	
Provisions relating to Education and Training (System Reform) Amendment Act 2025	5
126<u>204</u> Interpretation	
In this Part, amendment Act means the Education and Training (System Reform) Amendment Act 2025 .	
Subpart 1—Transitional provisions relating to transfer of Teaching Council functions	10
127<u>205</u> Interpretation	
In this subpart,—	
commencement date means the date on which this subpart comes into force	
transferred function means a function of the Teaching Council that, on and after the commencement date, becomes a function of the Secretary under section 480A(1) .	15
128<u>206</u> Consequences of transfer of functions of Teaching Council to Secretary	
On and after the commencement date,—	
(a) information (including personal information) held by the Teaching Council in relation to a transferred function before the commencement date is to be treated as having been held by the Secretary; and	20
(b) anything done or omitted to be done or that is to be done by, or in relation to, the Teaching Council in relation to a transferred function must be treated as having been done or omitted or to be done by, or in relation to, the Secretary; and	25
(c) the Secretary may complete any matter or thing that would, but for the amendment Act, have been completed by the Teaching Council; and	
(d) a reference to the Teaching Council (whether express or implied) in legislation (other than this Act), proceedings, or other documents must, in relation to a transferred function, be read as a reference to the Secretary unless the context otherwise requires.	30
129<u>207</u> Code of conduct, standards, and criteria	
(1) This clause applies to—	

- (a) a code of conduct established or maintained under section 485 (as it read immediately before the commencement date) and in force before the commencement date; and
 - (b) standards or criteria issued under section 479 (as it read immediately before the commencement date) ~~and in force immediately before the commencement date.~~ —
 - (i) in force immediately before the commencement date; or
 - (ii) that come into force after the commencement date.
- (2) The code of conduct continues in force on and after the commencement date and must be treated as if it were issued under section 485 (as amended by the amendment Act). 10
- (3) ~~The standards or and criteria continue in force on and after the commencement date and~~ must be treated as if they were issued under **section 480A**.
- Subpart 2—Transitional provisions relating to membership of Teaching Council 15
- ~~130~~208 Interpretation**
- In this subpart, **commencement date** means the date on which this subpart comes into force.
- ~~131~~209 Membership of Teaching Council**
- (1) This clause applies to members of the Teaching Council holding office under section 475(1)(b) immediately before the commencement date. 20
 - (2) The members remain in office until replaced in accordance with this clause (*see* clause 4(1) of Schedule 19).
 - (3) As soon as is reasonably practicable after the commencement date, the Teaching Council must initiate an election process for elected members in accordance with rules relating to elections made under section 486 (the **rules**). 25
 - (4) Despite section 475(5), elected members take office on the day after the declaration of the election results under the rules.
 - (5) As soon as is reasonably practicable after the commencement date, the Minister must appoint members to the Teaching Council in accordance with section 476. 30
 - (6) All previously appointed members of the Teaching Council cease to hold office when the Minister appoints the members (regardless of the number of members appointed by the Minister).

Subpart 3—Transitional provisions relating to replacement of converted schools

132210 Employees of converted schools

- (1) This clause applies to an employee—
 - (a) who is employed by a sponsor at a converted school that is or is to be replaced by a State school under **section 212ZEB**; and
 - (b) who applies in writing for an equivalent position at that State school.
- (2) The employee must be offered the equivalent position unless—
 - (a) another employee to whom this clause applies is appointed to that position; or
 - (b) the employee's appointment would contravene section 92 or 93.
- (3) An employee appointed to an equivalent position is not entitled to receive any payment or other benefit on the ground that the position held by the employee in the converted school has ceased to exist.
- (4) This clause overrides anything to the contrary in—
 - (a) a relevant employment agreement;
 - (b) Part 6A of the Employment Relations Act 2000;
 - (c) sections 603 and 604.
- (5) In this clause, **equivalent position** means employment that, relative to the employee's current position,—
 - (a) involves comparable duties and responsibilities; and
 - (b) is in the same general locality or a locality within reasonable commuting distance; and
 - (c) is on terms that treat the period of service with the sponsor of the converted school (and every other period of service recognised for the purposes of the previous position as continuous service) as if it were continuous service with the education service.

Subpart 4—Transitional provisions relating to transfer of private school and hostel functions of Secretary and Minister

133211 Interpretation

In this subpart,—

commencement date means the date on which this subpart comes into force

transferred functions means the following functions of the Secretary and the Minister that are transferred to the Director of Regulation on and after the commencement date:

- (a) the functions of the Secretary under sections 213, 214, and 249, and Schedule 7:
- (b) the functions of the Secretary under regulations relating to hostels made under section 643:
- (c) the function of the Minister under section 632.

434212 Consequences of transfer of private school and hostel functions of Secretary and Minister to Director of Regulation

On and after the commencement date,—

- (a) information (including personal information) held by the Minister or the Secretary in relation to their transferred functions before the commencement date is to be treated as having been held by the Director of Regulation; and
- (b) anything done or omitted to be done or that is to be done by, or in relation to, the Minister or the Secretary in relation to their transferred functions must be treated as having been done or omitted or to be done by, or in relation to, the Director of Regulation; and
- (c) the Director of Regulation may complete any matter or thing that would, but for the amendment Act, have been completed by the Minister or the Secretary; and
- (d) a reference to the Minister or Secretary (whether express or implied) in legislation (other than this Act), proceedings, or other documents must, in relation to their transferred functions, be read as a reference to the Director of Regulation unless the context otherwise requires.

Subpart 4A—Transitional provisions relating to Director of Regulation

213 Interpretation

In this subpart,—

commencement date means the date on which this subpart comes into force

ECE functions means the functions referred to in section 27B (as it read immediately before the commencement date) that are transferred to the new Director of Regulation

new Director of Regulation means the first Director appointed under **section 621A**

previous Director of Regulation means the Director appointed under section 27A (as it read immediately before it was repealed by **section 5A** of the amendment Act).

214 Consequences of transfer of ECE functions

On and after the commencement date,—

- (a) information (including personal information) held by the previous Director of Regulation in relation to their ECE functions before the commencement date is to be treated as having been held by the new Director of Regulation; and 5
- (b) anything done or omitted to be done or that is to be done by, or in relation to, the previous Director of Regulation in relation to their ECE functions must be treated as having been done or omitted or to be done by, or in relation to, the new Director of Regulation; and 10
- (c) the new Director of Regulation may complete any matter or thing that would, but for the amendment Act, have been completed by the previous Director of Regulation; and
- (d) a reference to the previous Director of Regulation (whether express or implied) in legislation (other than this Act), proceedings, or other documents must, in relation to their transferred functions, be read as a reference to the new Director of Regulation unless the context otherwise requires. 15

Subpart 5—Transitional provisions relating to NZSPA

135215 Interpretation 20

In this subpart,—

affected employee means an employee whose position ceases to exist in the Ministry as a result of a transferred function

Chief Executive for School Property means the functional chief executive for school property listed in Schedule 5 of the Public Service Act 2020 25

commencement date means the date on which **subpart 5A of Part 5** (as inserted by the ~~Amendment~~ amendment Act) comes into force

equivalent position means employment that, relative to the employee's current position,—

- (a) involves comparable duties and responsibilities; and 30
- (b) is in the same general locality or a locality within reasonable commuting distance; and
- (c) is on terms and conditions of employment that are no less favourable than those that applied to the employee immediately before the offer of an equivalent position (including any service-related, redundancy, and superannuation conditions); and 35
- (d) is on terms that treat the period of service with the Ministry (and every other period of service recognised for the purposes of the previous pos-

ition as continuous service) as if it were continuous service with the NZSPA

transferred functions means functions carried out by the Ministry's school property unit and the Chief Executive for School Property that become functions of the NZSPA on and after the commencement date.

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136216 Consequences of transfer of functions

- (1) On and after the commencement date,—
 - (a) information (including personal information) held by the Ministry or the Secretary in relation to transferred functions before the commencement date is to be treated as having been held by the NZSPA; and 10
 - (b) all rights, liabilities, entitlements, and engagements of the Crown, the Ministry, or the Secretary in relation to transferred functions become the rights, liabilities, entitlements, and engagements of the NZSPA; and
 - (c) anything done or omitted to be done or that is to be done in relation to transferred functions by, or in relation to, the Crown, the Ministry, or the Secretary must be treated as having been done or omitted or to be done by, or in relation to, the NZSPA; and 15
 - (d) the commencement, continuation, or enforcement of proceedings by or against the Crown, the Ministry, or the Secretary in relation to transferred functions may instead be commenced, continued, or enforced by or against the NZSPA without amendment to the proceedings; and 20
 - (e) the NZSPA may complete any matter or thing that would, but for the amendment Act, have been completed by the Crown, the Ministry, or the Secretary; and
 - (f) a reference to the Crown, the Ministry, or the Secretary (whether express or implied) in a notice, instrument, agreement, deed, other document, or legislation must, in relation to transferred functions, be read as a reference to the NZSPA unless the context otherwise requires. 25
- (2) However, **subclause (1)(f)** does not apply to the following:
 - (a) this Act: 30
 - (b) an agreement, a deed, and any legislation resulting from negotiations relating to Te Tiriti o Waitangi claims made by Māori in relation to breaches, or alleged breaches, of Te Tiriti o Waitangi or its principles (unless the parties to the agreement or deed agree otherwise).
- (3) The transfer of a Ministry function to the NZSPA does not, of itself, affect— 35
 - (a) a decision made, or anything done or omitted to be done, by the Crown, the Ministry, or the Secretary in relation to a transferred function before the commencement date; or

- (b) any other matter or thing arising out of the Crown, the Ministry, or the Secretary performing a transferred function before the commencement date.

137217 Transfer of employees

Options that may be offered to affected employee

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- (1) An affected employee may be offered one of the following:

- (a) an equivalent position in the NZSPA (by the NZSPA);
- (b) other employment in the NZSPA (by the NZSPA);
- (c) redeployment within the Ministry (by the Ministry).

When employee regarded as ~~surplus and entitled to redundancy~~ redundant

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- (2) **Subclause (3)** applies to an affected employee who—

- (a) is not offered employment in the NZSPA; or
- (b) is not offered redeployment within the Ministry; or
- (ba) is offered, but does not accept, redeployment within the Ministry; or
- (c) is offered, but does not accept, a position in the NZSPA (whether or not it is an equivalent position).

15

- (3) The affected employee—

- (a) ~~is treated as surplus~~ regarded as redundant; and
- (b) ceases to be employed by the Ministry 1 month after the employee has been given written notice by the Secretary; and
- ~~(c) is entitled to any redundancy payment in accordance with an applicable employment agreement unless **subclause (4)** applies.~~
- (c) unless **subclause (4)** or section 88 of the Public Service Act 2020 (other restrictions on redundancy payments) applies, is entitled to any redundancy payment in accordance with their employment agreement.

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25

- (4) An affected employee is not entitled to receive a payment or other benefit (including redundancy compensation) on the ground that the position held by the affected employee has ceased to exist if the employee—

- (a) is offered an equivalent position in the NZSPA (whether or not the employee accepts the offer); or
- (b) is offered, and accepts, other employment in the NZSPA; or
- (c) accepts redeployment within the Ministry.
- ~~(a) the position ceases to exist as a result of a transferred function; and~~
- ~~(b) in connection with a transferred function,—~~
 - ~~(i) the employee is offered an equivalent position in the NZSPA (whether or not the employee accepts the offer); or~~

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35

(ii) the employee is offered, and accepts, other employment in the NZSPA; or (iii) the employee accepts redeployment within the Ministry.	
<i>No new employment</i>	
(5) The employment of an affected employee by the NZSPA does not—	5
(a) constitute new employment, including for the purposes of the Holidays Act 2003, the KiwiSaver Act 2006, or any service-related entitlements or benefits (whether legislative or otherwise); or	
(b) treat that employee as a new employee for the purposes of the Employment Relations Act 2000.	10
<i>Application of collective agreement</i>	
(6) Subclause (7) applies if—	
(a) an affected employee accepts employment with the NZSPA; and	
(b) immediately before the commencement date, the affected employee was covered by a collective agreement (the earlier agreement) between the Secretary and a union of which the employee was a member (the union).	15
(7) On the date the affected employee accepts employment with the NZSPA, the following apply:	
(a) the NZSPA and the union are parties to a new collective agreement:	
(b) the terms and conditions of the new collective agreement are the same as the earlier agreement, subject to any necessary modifications:	20
(c) the employee is covered by the new collective agreement as long as they remain—	
(i) a member of the union; and	
(ii) in a role covered by that collective agreement.	25
(8) Subclause (7) does not—	
(a) entitle an employee who was not covered by the earlier agreement to be covered by the new collective agreement; and	
(b) does not prevent the parties to the new collective agreement from varying or terminating the agreement in accordance with the terms of the agreement and other applicable law.	30
<i>Relationship with other legislation and employment agreement</i>	
(9) This clause overrides—	
(a) Part 6A of the Employment Relations Act 2000; and	
(b) the following provisions in a relevant employment agreement:	35
(i) an employment protection provision:	
(ii) a change management provision:	

- (iii) a process or procedural provision, including notification.

~~138~~218 Government Superannuation Fund

- (1) A person who, immediately before becoming an employee of the NZSPA, was a contributor to the Government Superannuation Fund under Part 2 or 2A of the Government Superannuation Fund Act 1956 is treated, for the ~~purpose~~ purposes of that Act, as being employed in the Government service as long as the person continues to be employed by the NZSPA. 5
- (2) The Government Superannuation Fund Act 1956 applies to the person in all respects as if the person's service as an employee of the NZSPA were government service. 10
- (3) **Subclause (1)** does not entitle a person to become a contributor to the Government Superannuation Fund if the person has ceased to be a contributor.
- (4) For the purpose of applying the Government Superannuation Fund Act 1956, the NZSPA is the controlling authority.

~~139~~219 Transfer of agreements and deeds to NZSPA

- (1) This clause applies to an agreement (other than an employment agreement) or a deed made between, or on behalf of, the Crown and another person before the commencement date that— 15
- (a) relates to a transferred function; and
- (b) the ~~Secretary~~ Secretary notifies the NZSPA is an agreement, deed, or class or category of agreement or deed, to which this clause applies. 20
- (2) On and after the commencement date, the NZSPA is treated as a party to the agreement or deed in place of the Crown.

~~140~~220 Transfer of property to NZSPA

- (1) This clause applies to property that— 25
- (a) is owned by the Crown immediately before the commencement date; and
- (b) relates to a transferred function; and
- (c) the Secretary notifies the NZSPA is property to which this clause applies.
- (2) On and after the commencement date, the property vests in the NZSPA. 30
- (3) Despite **subclause (1)**, this clause does not apply to Crown land held for education purposes or purposes incidental to those purposes.

~~141~~221 Other consequences of transfer

Nothing effected or authorised by ~~clauses 135 to 140~~ 215 to 220—

- (a) places the Crown, the Ministry, the Secretary, or any other person in breach of contract or confidence or otherwise makes them liable for a civil wrong; or 35

(b)	gives rise to a right for any person to—	
(i)	terminate or cancel or modify an agreement <u>or deed</u> ; or	
(ii)	enforce or accelerate the performance of an obligation; or	
(iii)	require the performance of an obligation not otherwise arising for performance; or	5
(c)	places any person in breach of any legislation, rule of law, or contractual provision prohibiting, restricting, or regulating the assignment or transfer of property or the disclosure of information; or in breach of—	
(i)	<u>information privacy principle 11 set out in section 22 of the Privacy Act 2020; or</u>	10
(ii)	<u>the provisions of any other Act, or any secondary legislation, rule of law, or contractual provision prohibiting, restricting, or regulating the assignment or transfer of property or the disclosure of information; or</u>	
(d)	releases a surety wholly or in part from any obligation; or	15
(e)	invalidates or discharges any agreement <u>or deed</u> .	

Schedule 2 Consequential amendments

s 61

Part 1 Amendments to Acts

5

Methodist Charitable and Educational Trusts Act 1911 (1911 No 1 (L))

In section 32(1), replace “the foundation curriculum policy statements and the ~~national~~” with “any”.

Part 2 Amendments to secondary legislation

10

Education (Hostels) Regulations 2005 (SR 2005/332)

In regulation 4, revoke the definition of **authority**.

In the following provisions, replace “authority” with “Director of Regulation” in each place:

- (~~a~~1) regulation 5(2): 15
- (~~b~~2) regulation 6(1):
- (~~c~~3) regulation 9(1) and (2):
- (~~d~~4) regulation 12:
- (~~e~~5) regulation 15(1), (1A), and (5):
- (~~f~~6) regulation 16(1) and (2): 20
- (~~g~~7) regulations 17 to 20:
- (~~h~~8) regulation 21(3):
- (~~i~~9) regulation 22(2):
- (~~j~~10) regulation 23 and 24:
- (~~k~~11) regulation 27(1): 25
- (~~l~~12) regulation 28:
- (~~m~~13) regulation 29(2):
- (~~n~~14) regulation 31:
- (~~o~~15) regulation 32(1) and (3):
- (~~p~~16) regulation 33: 30
- (~~q~~17) regulations 35 and 36:
- (~~r~~18) regulation 37(1) to (3):
- (~~s~~19) regulation 40:

Education (Hostels) Regulations 2005 (SR 2005/332)—continued

- (~~20~~) regulation 41(1) and (2):
- (~~21~~) regulation 42(1):
- (~~22~~) regulation 43(1) and (2):
- (~~23~~) regulation 58(3) and (5):
- (~~24~~) regulation 61(2A): 5
- (~~25~~) regulation 70(2):
- (~~26~~) regulation 71(1):
- (~~27~~) regulation 72(2) and (3):
- (~~28~~) the Schedule.
- In the headings to regulations 12, 15, 18, and 41 replace “**Authority**” with “**Director of Regulation**”. 10
- In the headings to regulations 35 and 40, replace “**authority**” with “**Director of Regulation**”.
- In the heading to regulation 71, replace “**authority’s**” with “**Director of Regulation’s**”. 15
- In the following provisions, replace “**authority’s**” with “**Director of Regulation’s**” in each place:
- (a) regulation 15(5):
- (b) regulation 72.

Education (School Boards) Regulations 2020 (LI 2020/193) 20

In regulation 21(2), delete “foundation curriculum policy statements and national”.

Education (School Planning and Reporting) Regulations 2023 (SL 2023/155)

- ~~In regulation 7(1)(d)(iii), delete “foundation curriculum policy statements and national”.~~
- In regulation 7(1)(d)(iii), replace “the foundation curriculum policy statements and” with “any”. 25
- In regulation 10(1)(a), delete “foundation curriculum policy statements and ~~national~~”.

Legislative history

17 November 2025	Introduction (Bill 228–1)
18 November 2025	First reading and referral to Education and Workforce Committee