



PPCB MEDIA STATEMENT

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PPCBU Stands Firmly with NZPF in Supporting Wide Curriculum Consultation

The Principals' Professional Collective Bargaining Union (PPCBU) unequivocally supports the New Zealand Principals' Federation (NZPF), as the voice for the sector, in its decision to consult widely with the sector regarding the ongoing curriculum reforms.

Mark Ellis, Head of Union, said:

"Principals and school leaders are deeply committed to curriculum improvement and raising standards for all learners. However, the recent pace and process, combined with a lack of genuine consultation, have seriously eroded confidence and compromised the trust that exists between our profession, the Minister, and the Ministry of Education."

He added:

"Our sector is experiencing change fatigue. The relentless introduction of major reforms—especially during Term 4—is placing untenable pressure on schools already balancing teaching, learning, and community wellbeing. Many principals report morale slipping, with little time to meaningfully engage with constantly evolving materials."

While PPCBU supports curriculum advancement, Ellis emphasized:

"We cannot endorse a process that disregards substantive feedback, restricts professional dialogue through non-disclosure agreements, undermines the credibility of consultation, or fails to put inclusion, wellbeing, and culturally sustaining practice at its core."

"Our call is clear: pause, listen, and collaborate. Effective curriculum reform requires transparency, trust, and time—these are essential values for leading meaningful and sustainable change in education," Ellis said.

He urged the Minister and Ministry to work with NZPF and :

- Clarify who authored and edited the curriculum documents;
- Allow genuine opportunities for critique and feedback;
- Clearly communicate implementation timelines, assessment expectations, and available supports; and

“We all share the same goal: a curriculum that truly reflects the voices of Aotearoa New Zealand, supports teacher professionalism, and best serves our tamariki. This isn’t about confrontation but collaboration—so together, we can deliver the high-quality, inclusive education every learner deserves,” Ellis concluded.

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