

Online Hui

ANZAAE AGM

Date:

June 18
2026

3:45pm

Navigating together: purpose, voice,
legacy and future direction

Karakia + Welcome



Te kāhui whakahaere ANZAAE:

Tanu Aumua (Co-Chairperson Tangata Whenua)

Jamieson Hudson (Co-Chairperson Tangata Tiriti)

Emma Wise (Treasurer)

Lisa Ponweiser (Secretary)

Genevieve Craig, Dagmar Dyck, Esther Hansen, Kat Lilly, Pilimilose Manu, Justin-Leigh Manuel, Kate Rivers and Jennie Williams.

Apologies



- Ruby Joy (Wellington)
- Nikki Jacobs (Mānawatu)
- Sharlene Belcher (Nelson/Tasman)

confirmation of a quorum

AGM AGENDA



- Whakatau
- Confirmation of previous minutes
- Matters arising
- Chairperson's Report
- Financial Reporting
- Executive Committee & Notice of election/ appointment of Committee members
- General Business
- Acknowledgements
- Setting the next AGM
- Whakakapi/Karakia

Confrimatiion of previous minutes



2025 AGM Minutes

(Motion to receive the report. Seconder and vote)

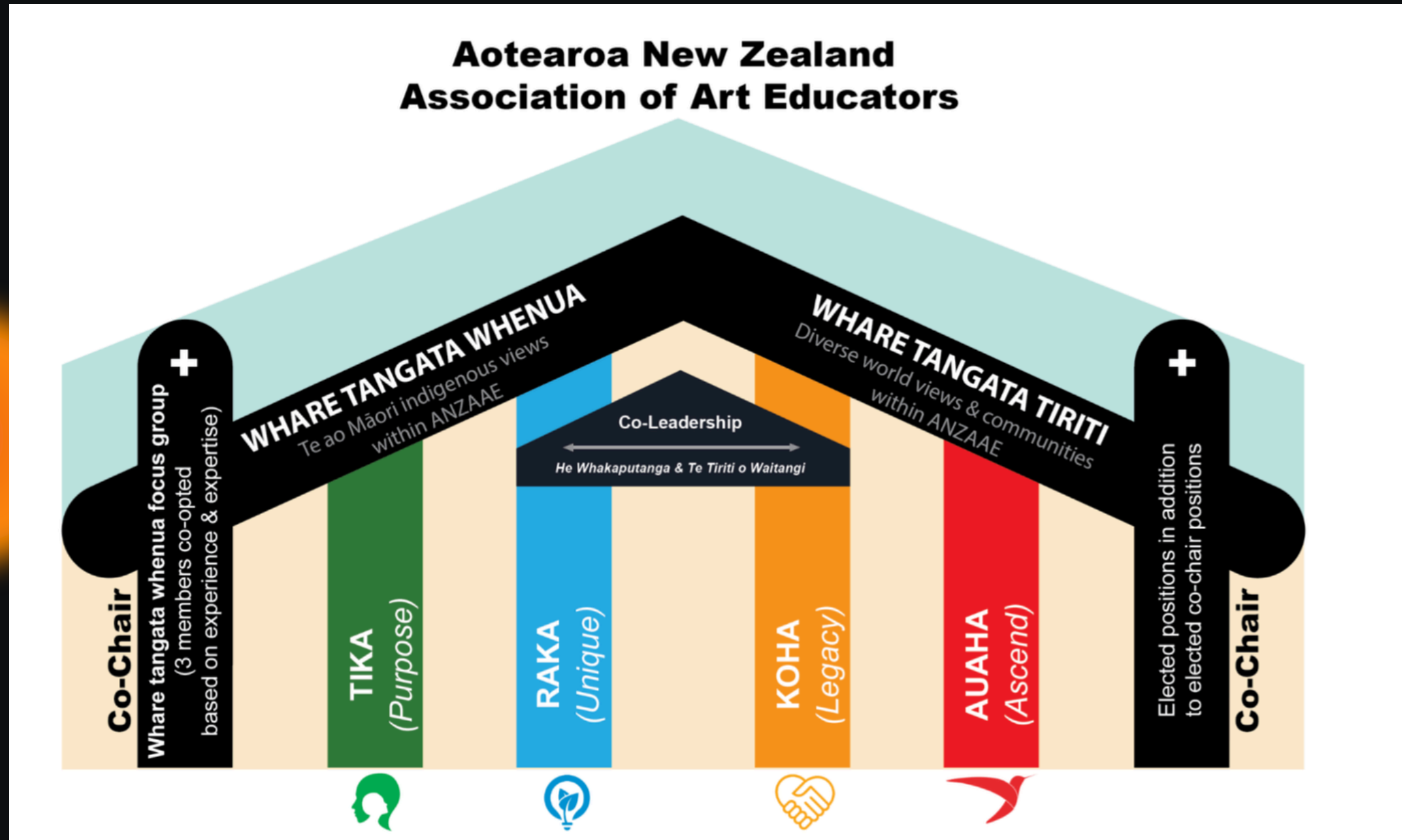
Co-chair Report

Since the last AGM, ANZAAE has continued to grow as a national voice for Visual Arts education in Aotearoa.

* Key Areas of Mahi

- Strengthening national and regional connections
- Supporting kaiako through digital hui, resources and PLD
- Advocating for Visual Arts within curriculum change
- Supporting Māori and Pasifika-led spaces through Wānanga and Fono
- Continuing NEX-funded work and preparing for future funding rounds
- Growing communications, membership and resource access
- Planning for long-term sustainability and succession

Guiding Kaupapa: Ngā Pou o ANZAAE



TIKA — PURPOSE

Clarifying our direction, governance and collective responsibilities.

RAKA — UNIQUE

Supporting bold thinking, research, creativity and sector-specific expertise.

KOHA — LEGACY

Carrying forward knowledge, relationships, resources and sustainable structures.



AUAHA — ASCEND

Creating new possibilities, initiatives and collective responses for the future.

Guiding Kaupapa: Ngā Pou o ANZAAE

Ngā Kaupeka o te Rākau

Strategic Portfolios

Tanu Aumua, Jamieson Hudson, Esther Hansen, Genevieve Craig, Kat Lilly, Pilimilose Manu, Lisa Ponweiser, Kate Rivers, Jennie Williams, Emma Wise, Lisa Purda, Justin-Leigh Manuel & Dagmar Dyck.

Tika (Purpose)		Raka (Unique)		Auaha (Ascend)		Koha (Legacy)	
<i>Bylaws</i> Exploring how structure can enable, not limit, collaborative innovation.	Lisa Ponweiser Kate Rivers Tanu Aumua	<i>Investment</i> Cultivating sustainable returns for resilient futures in uncertain times.	Put on hold @ the moment.	<i>Resource Hub</i> A Hub for voice, vision, and transformation.	Kat Lilly <i>Vanessa Edwards</i>	<i>Newsletter</i> Amplifying dialogue, discovery, and collective growth.	Lisa Pruda Jennie Williams
<i>National Conference</i> Uniting diverse voices to inspire grounded, forward-thinking educational practice.	Lisa Purda Esther Hansen	<i>Research</i> Data & Focus groups	Jennie Emma Wise Tanu Aumua	<i>Resources</i> Creating innovative resources that amplify individual voice and creative thinking.	Kat Lilly	<i>Admin/Comms</i>	Jamieson Hudson Jennie Williams
<i>Wānanga Māori</i> <i>Online Wānanga</i> 'He Kano ki te Kāuru o te Wao – Nurturing Potential into Expression'	Tanu Aumua Kat Lilly Justin-Leigh Manuel	<i>Innovation</i> Identifying innovative solutions to address structural gaps and enhance impact. Regional Mentorship	Bridget Blair Best Practice workshops				
<i>Fono Pacifika</i> 'Uncharted waters - Navigators of the vā'	Dagmar Dyck Pilimilose Manu Justin-Leigh Manuel	<i>NEX Funding</i> Supporting bold thinking, creative risk, and resilience.	Jamieson Hudson Tanu Aumua Emma	<i>Digital Hui</i> Holding space for collective insight and innovation.	Genevieve Craig Jamieson Hudson Bridget Blair Best Practice workshops	<i>Social Media</i> Reframing how we connect, influence, and inspire in virtual spaces.	Jamieson Hudson Emma Wise Limi Manu Justin-Leigh Manuel
<i>Regional Hui</i> Grounding collective localised voice in a changing Aotearoa This will coincide with an AGM & possibly a writing workshop.	Jamieson Hudson						

TIKA — PURPOSE

Clarifying our direction, governance and collective responsibilities.

RAKA — UNIQUE

Supporting bold thinking, research, creativity and sector-specific expertise.

KOHA — LEGACY

Carrying forward knowledge, relationships, resources and sustainable structures.



AUAHA — ASCEND

Creating new possibilities, initiatives and collective responses for the future.

Membership + Purpose

- ANZAAE has continued to operate through a shared leadership model.
- Executive members have contributed across advocacy, finance, PLD, curriculum, communications, regional support, Wānanga Māori, Fono Pasifika and conference planning.
- This structure helps distribute responsibility while keeping our mahi aligned to the wider kaupapa of ANZAAE.
- A key focus moving forward is succession planning and sustainable workload-sharing.

 Membership: 953 members



ANZAAE is the national subject association for Visual Arts education in Aotearoa New Zealand

The Aotearoa New Zealand Association of Art Educators (ANZAAE) – Te Rūnanga Hautū Mātauranga Toi o Aotearoa – is a professional body that supports and promotes art education as an integral part of the National Curriculum, Te Marautanga o Aotearoa, and further education in Aotearoa New Zealand.

[Resource Hub](#)[Join Us](#)

www.anzaae.nz

NEX End of Year Report 2025



The change in teachers' confidence

Confidence has grown markedly in navigating curriculum changes and understanding assessment expectations. Access to clear explanations, exemplars, and collaborative discussion has reassured teachers grappling with refreshed standards and the on-going pace of change. As one sole-charge teacher noted:

- *"I appreciate hearing about the changes I was not aware of. Some great student submissions were available to view & discuss."*

How ANZAAE support contributed to this change

Face-to-face delivery has been especially powerful in lifting confidence, fostering connection, and reducing feelings of isolation within the wider system:

- *"I no longer feel like I'm working in isolation within a huge system. The whanaungatanga and sharing of resources has been awesome."*
- *"Face-to-face and hands-on is my ultimate PD experience... Best way to learn and is social too."*

While in-person PLD remains the preferred mode, many teachers emphasised the importance of digital hui for accessibility and continuity:

- *"I really rely on the digital hui — more would be fantastic. When the VisArtNet forum closed, it made already-isolated schools feel even more isolated."*
- *"I have found the Resource Hub very helpful as a new teacher having to create new programmes while juggling teaching and a new baby. I have attended several digital hui which have been extremely helpful in culturally responsive practice, inclusion, and other resources."*

Participants also expressed renewed confidence in culturally grounded practice and their commitment to honouring mātauranga Māori. One kaiako shared:

- *"My cup is full, and I have renewed confidence to do the best for my students, by honouring our culture."*

Teachers valued the use of te reo Māori, noting that language shapes thinking and identity:

- *"Kia hikina te rere o te reo Māori, nā ko te reo he tirohanga i te ao Māori."*

Specialist workshops contributed directly to greater assurance in media handling and conceptual guidance. Teachers reported feeling able to troubleshoot, demonstrate processes with clarity, and communicate expectations more effectively:

- *"I feel much more confident about delivering a manageable printmaking task... I can confidently demonstrate to students."*
- *"It clarified the appropriate use of AI for presenting sculpture work... I'll be embedding that learning into my practice."*

NEX End of Year Report 2025



- Provide evidence (e.g., survey data, focus group findings, quotes, examples).

The Change in teachers' knowledge or understanding

Teachers reported substantial gains in:

- Disciplinary knowledge – deeper understanding of NCEA standards, assessment language, and technical processes.
- Pedagogical knowledge – improved clarity on conceptual rigour, sequencing, and teaching strategies.
- Cultural knowledge – strengthened confidence in integrating Mātauranga Māori and conceptual frameworks like Ngā Tāhei.

These shifts have positioned teachers to deliver more conceptually robust, culturally responsive, and technically informed programmes.

Evidence of these changes

Teachers reported substantial gains in disciplinary, pedagogical, and cultural knowledge as a result of ANZAAE's PLD offerings. Workshops clarified shifts in NCEA standards, strengthened understanding of assessment language, and deepened awareness of how conceptual rigour underpins high-quality student work. Direct feedback from participants and focus groups illustrated the depth of learning:

Curriculum and Assessment Clarity:

- "Today's session reinforced my understanding of how Design at Level 3 has shifted recently and where the current focus is regarding brief development and use of language."
- "It was reassuring to see that even experienced art teachers share many of the same challenges."

Technical Knowledge from Specialist Workshops:

- "The workshop with VE has significantly helped my Level Ones."
- "The knowledge gained from both workshop sessions strengthened my understanding of various media."
- "KR sent us a follow-up email with where to purchase each item. This has been incredibly helpful."

NEX Funding and Milestone Reporting 2026 - 2028

- NEX funding continues to support national subject association mahi
- ANZAAE is preparing for continued NEX funding procurement for 2026–2028
- Strong reporting, evidence of impact and budget tracking are essential
- Executive members will need to support Jennie with NEX activities tracking
- Variance to budget will need to be recorded clearly
- NEX priorities include PLD, resources, digital hui, regional support, curriculum implementation and literacy/numeracy obligations

Reach

How does your NEX intend to engage with, and promote your services to teachers of your subject?

ANZAAE will engage with teachers nationally through a combination of **direct communication, regional connection, and digital accessibility**.

This includes:

- **Monthly digital hui** (recorded and stored on our resources hub for ongoing access)
- **Regional events and face-to-face PLD opportunities**
- **Targeted newsletters** twice a term or more when necessary: providing curriculum updates, resources, and guidance
- **Social media platforms** to share timely updates and opportunities
- **Direct support channels:** including support@anzaae.nz and executive@anzaae.nz
- **Kaiārahi-led regional networks** to strengthen local engagement and peer support and continued support of regional representatives through regions@anzaae.nz

This multi-modal approach ensures:

- Access for teachers in **rural and isolated contexts**
- Ongoing engagement beyond single PLD events
- National consistency alongside regional responsiveness

Outline your NEX's plan to support teachers of your subject with important sector and education system changes, including, but not limited to implementing the new curriculum.

ANZAAE will provide structured and responsive support to help teachers navigate:

- Strengthening NCEA and assessment practice
- Phase 4 and Phase 5 curriculum developments
- Evolving assessment and moderation expectations

Support will include:

- **Unpacking documents** for curriculum and assessment changes.
- **Digital and face-to-face hui** focused on implementation
- **Guidance on assessment processes and submission requirements**
- **Opportunities for teacher feedback and sector engagement**
- **Subject-specific interpretation of national change**

This ensures teachers are supported not only to understand change, but to **apply it confidently and consistently in practice**.

ANZAAE will utilise social media as a responsive and accessible platform to support teachers navigating system and curriculum changes. This will include:

- **Timely updates and clarifications** on curriculum developments, refreshed standards, and key Ministry communications
- **Short-form explanatory content** (e.g. posts, infographics, and video snippets) to unpack complex changes in manageable ways
- **Promotion of PLD opportunities**, including digital hui and regional events
- **Sharing of exemplars, resources, and teacher practice** to model effective implementation
- **Real-time engagement**, allowing teachers to ask questions, seek clarification, and connect with the wider subject community
- Sharing **micro-PLD content** (short videos, exemplars, tips)
- Promoting **teacher voice and practice**

PLD and resource delivery

Use the table below to outline your NEX’s plan for PLD and resource delivery, commencing in April 2026 to 31 December 2026.

School Term	Proposed resource, PLD event, or any other NEX-related expenditure e.g., Kaiarahi hours	Brief description	Total amount budgeted
Kaiārahi	Contracting Jennie Williams as kaiārahi for 20-hours per week	(PLD, Impact Data, Focus Groups, support@anzaae.nz - one-to-one, Isolated Educators, Communication, Resource Development)	\$55,000.00
Cultural Capability Kaiārahi	Contracting Vanessa Wairata Edwards to provide administrative support for Tangata Whenua (and Tangata Moana)	To support the meeting of objectives under our commitment to Te Tiriti o Waitangi (PLD, Resource Development, Resource Hub, Social Media)	\$17,500.00
General Administrative Support	Contracting to provide administrative support	Financial Bookkeeping, Members, Online Spaces, Resources, NCEA, Comms and Design Support, Resource Hub, Social Media	\$17,500.00

Advocacy	Flights/Travel & Parking and Accommodation	For Chairs or Kaiārahi to attend national hui and regional roadshow events to represent ANZAAE	\$5,000.00
Tangata Moana Fono	PLD	Fono to be held in Auckland, resources to be created to support the wider community and deliver ideas that provide an insight of a Pasifika paradigm	\$12,000.00
Continued support of NCEA	Regional Face-to-Face and Digital Huis.	Continued support for NCEA assessment practice, including production of assessment examples and standard unpacking guides.	\$7,000
Phase 4 Resource Development	Regional Writing Groups and Contractors	On publication of confirmed NZC Phase 4, gather writing groups/individuals to create templates and example programmes/activities for full year, semester and Term-based programmes of learning	\$15,000.00
Phase 5 Communication and Advocacy	Regional Face-to-Face and Digital Huis.	Encouraging participation in feedback opportunities, Unpacking each Visual Arts Senior Secondary subject.	\$5,000.00
Teacher Release	Buffer to ensure ANZAAE can be responsive to any additional needs that might arise from the sector in 2026.	Additional support in response to member needs that arise in 2026.	\$4,000.00
Resource Hub	Website and Meta Business. Resource Hub Development and Digital Hui	Building a collection of online resources. Continuing to support the current NCEA until the development of a new qualification system.	\$5,000.00
Digital Tools and Spaces	Apps and Subscriptions	Online Workspaces and Xero Fees	\$4,000.00
Financial Administration	Accountant and Payroll	Fees for accounting and payroll	\$10,000.00

Liability Insurance	Estimated cost of renewing insurance	Liability Insurance for ANZAAE events	\$3,000.00
---------------------	--------------------------------------	---------------------------------------	------------

ANZAAE will utilise the Ministry-provided survey template alongside internal tools to ensure consistency with national NEX evaluation processes. ANZAAE will be responsible for issuing the survey to their PLD participants and encouraging completion of the survey. ANZAAE will implement a blended, evidence-informed approach to measure impact across all PLD and support initiatives.

Data Collection Methods

1. Google Forms (Structured Data)

Participants will provide feedback on:

- Confidence shifts (pre/post where appropriate)
- Disciplinary knowledge gained
- Pedagogical insights
- Cultural frameworks applied
- Intended classroom implementation

Beginning- and end-of-year surveys will measure:

- Confidence with refreshed standards
- Assessment and moderation capability
- Cultural integration (Toi Māori and Pasifika frameworks)
- Technical and digital capability
- Programme design clarity

2. Email Reflections (Applied Practice Evidence)

Teachers will be invited to share:

- Redesigned units and programmes
- Adjusted assessment practices
- New media or techniques adopted
- Integration of cultural frameworks
- Changes in scaffolding and pedagogy

. 3. Verbal Feedback (Relational Insight)

Collected through:

- Regional hui
- Kaiārahi engagement
- Focus groups and informal dialogue

This will identify:

- Emerging needs
- Ongoing challenges
- Evidence of practice change
- Confidence growth, particularly in isolated contexts

Measuring Practice Change

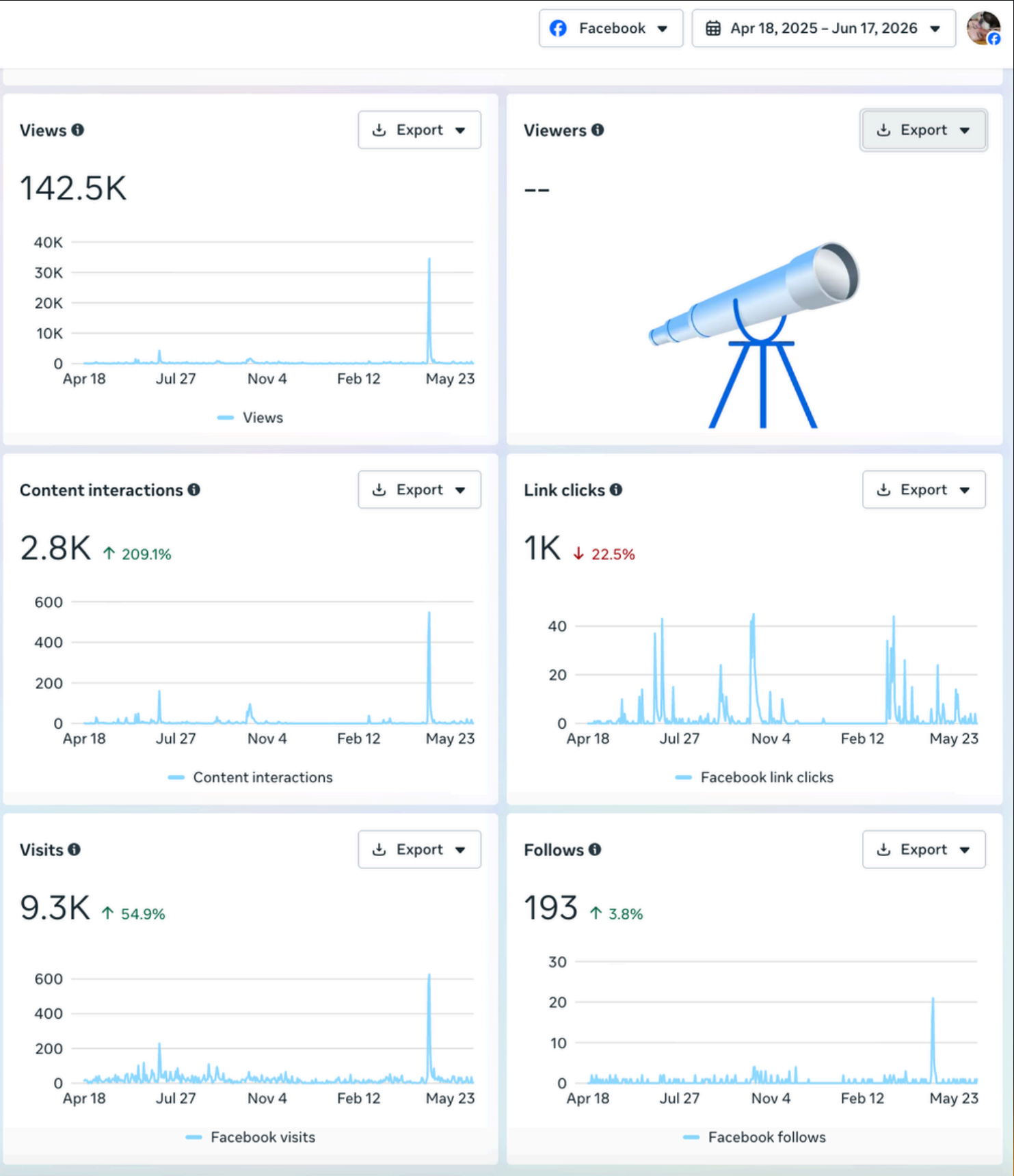
Impact will be evaluated through evidence of:

- Improved sequencing and scaffolding
- Increased conceptual rigour in programmes
- Integration of mātauranga Māori and Pasifika frameworks
- Adoption of new media and techniques
- Greater student agency in learning
- Increased confidence in assessment and moderation
- More effective integration of digital and AI tools

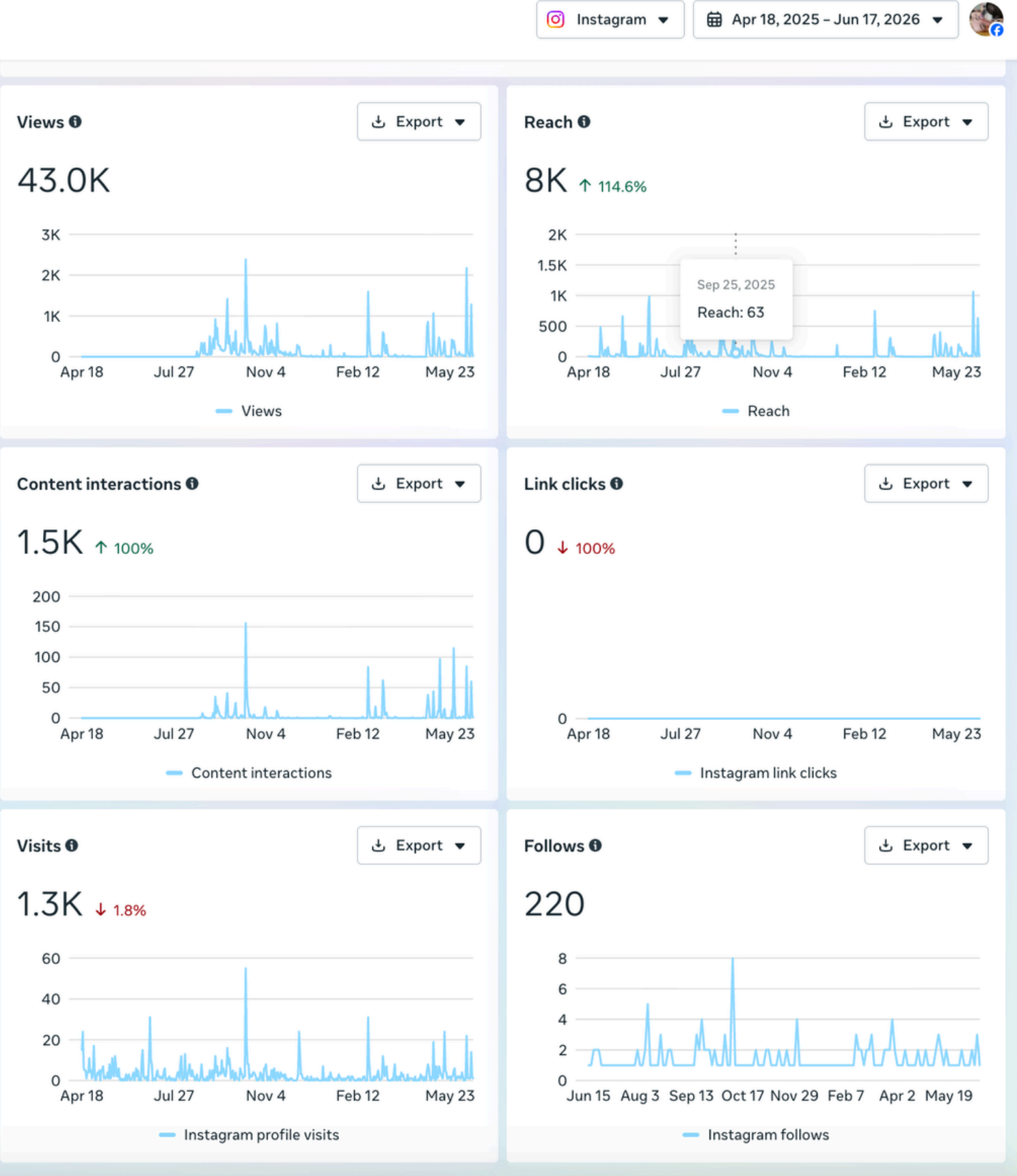
Through this approach, ANZAAE ensures that impact is measured not only through participation, but through demonstrable shifts in teacher knowledge, confidence, and classroom practice across Aotearoa.

Communication + engagement

Facebook



Instagram



Advocacy

* Conitnual comms with key stakeholders regarding curriculum change package.



Member of He Rau Ringa



HE RAU RINGA

The Joint Subject Associations of Aotearoa New Zealand



Work on Submission dates
sub-committe formed and communications with NZQA to adjust timing of 2026 submissions. Working in conjunction with NZQA for clearer comms to secondary educators



Retaining Art History



Professional Development

Upcoming opportunities in 2026/27

*
Wānanga
(online)

Term 3 Holidays

Digital Hui

2026:
Printmaking w.
Paddy O'Rourke

Design Moving
Image w.

Fono



Conference 27

14-16 April 2027

Auckland

AUT

TE WĀNANGA ARONUI
O TĀMAKI MAKAU RAU



Waipapa
Taumata Rau
University
of Auckland

Annual General Meeting 2026

Who we are

Aotearoa New Zealand Association of Art Educators (ANZAAE) is the New Zealand. We support Curriculum, Te Marautanga

ANZAAE supports the work representation, communication, believe that the Arts are in Zealand.

We recognise and value our Zealand's bicultural context Visual Arts communities innovation.

The current ANZAAE Executive

Co-Chair Tangata Whenua: Co-Chair Tangata Tiriti: Jar Secretary: Lisa Ponweiser Treasurer: Emma Wise Kaiārahi: Jennie Williams Kaiārahi: Vanessa Edwards

Executive Committee Members: Pilimilose Manu, Justin-Leigh

We are extremely grateful to bring to ANZAAE. These roles because of the generosity professional responsibilities:

What we have been

General

This has been a significant

Over the past year, we have

- Continuing to meet national subject associations

- Continuing to strengthen our governance structures in alignment with Te Tiriti o Waitangi.
- Embedding the co-chair model of one tangata whenua and one tangata Tiriti as a meaningful expression of shared leadership and accountability.
- Continuing work to ensure the association meets the requirements of the updated Incorporated Societies Act.
- Managing the growing administrative, financial, and governance responsibilities of the association.
- Building and sustaining relationships across the wider education and arts sectors.
- Continuing to advocate for assessment, and sector change
- Seeking additional funding delivery, artist-led workshops

A major development has been agreement with the Ministry of across three years to support te subject-specific resources, and provide

This funding is a significant association for Visual Arts education delivery, financial management,

Membership

ANZAAE continues to grow across Zealand. Our membership includes schools, tertiary, gallery, community

Our work continues to focus on creating and opportunities to connect within isolated contexts, including solo education settings without strong

Over the past year, ANZAAE has

- Communicate with membership networks.
- Support educators seeking
- Provide access to online resources
- Support members through
- Promote opportunities for
- Continue to grow engagement intermediate, ECE, Māori and
- One ongoing priority is to at a national level and for educators.

Professional Development

Professional development remained Conference in Kirikiriroa was co

already been acknowledged through our previous AGM reporting, our focus across reporting period has continued to extend well beyond conference delivery.

A significant area of growth has been the continued development of kaupapa Māori Pacific-led professional learning spaces. These spaces are vital because they allow educators to connect through shared cultural knowledge, lived experience, creative practice, collective reflection.

The development of wānanga for Māori art educators continues to be an important part of ANZAAE's future direction. These spaces support Māori educators to gather, share practice, strengthen relationships, and explore approaches to teaching and learning ground mātauranga Māori, toi Māori, tikanga, whakapapa, and place. They also help ensure Māori leadership and knowledge are not positioned as additions to Visual Arts education as central to the way we understand art education in Aotearoa.

Alongside this, the growth of the Pacific Art Teachers Network and the development of Pasifika Art Educators Fono have been significant milestones. The first ANZAAE Pasifika Educators Fono, held at the Pacific Art Centre in Auckland in September 2025, created dedicated space for Pacific educators, practitioners, and kaiako from across the country to gather, talanoa, share creative practice, and strengthen Pacific arts education. The title "Uncharted Waters — Navigators of the Vā," reflected the shared navigation, relational knowledge, and collective leadership that sits at the heart of this mahi.

These fono and wānanga are not one-off events. They represent a wider commitment to developing professional learning that is culturally sustaining, relational, and led by communities it serves. They strengthen educator confidence, deepen subject knowledge, support more meaningful pathways for Māori and Pacific learners within Visual education.

ANZAAE has also continued to provide professional learning through Digital Hui, resources, regional networks, and face-to-face opportunities where possible. Digital remain an important way of reaching educators who may be geographically isolated, working in sole-charge departments, or unable to attend in-person PLD. They allow specialist knowledge, curriculum support, and examples of practice to be shared nationally and reviewed through recorded resources.

Regional support also remains a key part of our professional learning work. We continue support regional subject associations and regional representatives to provide local responsive PLD, while acknowledging that access across regions remains uneven. Strengthening regional networks, supporting isolated educators, and creating opportunities for teachers to connect beyond their own schools will remain important priorities.

Through our Network of Expertise funding, ANZAAE is also responsible for supporting teachers and kaiako with curriculum and assessment changes. This includes helping educators understand and respond to Phase 5 curriculum developments, Phase 4 where appropriate, changes to assessment and qualifications, and the development of new programmes and resources. This work requires professional learning that is practical, timely, subject-specific, and responsive to teacher needs.

Across all of these areas, our goal remains the same: to support Visual Arts educators to feel connected, confident, culturally grounded, and creatively nourished. When we support educators well, we also support the young artists, designers, makers, and creative thinkers they teach.

Network of Expertise

ANZAAE's Network of Expertise agreement with the Ministry of Education is a significant area of work from 2026 through to 2028.

The purpose of this funding is to support teachers and kaiako with the implementation of curriculum and assessment change. This includes support for Phase 5 curriculum changes, Phase 4 where appropriate, changes to assessment and qualifications, programme planning, and the development of subject-specific resources and PLD.

Through this agreement, ANZAAE is required to provide support that is equitable, barrier-free, and not paywalled across Aotearoa context.

The NEX agreement kaiako, measure Ministry of Education

This is important funding, and network

Network of Expertise

ANZAAE's Network of Expertise agreement with the Ministry of Education is a significant area of work from 2026 through to 2028.

The purpose of this funding is to support teachers and kaiako with the implementation of curriculum and assessment change. This includes support for Phase 5 curriculum changes, Phase 4 where appropriate, changes to assessment and qualifications, programme planning, and the development of subject-specific resources and PLD.

Through this agreement and not paywalled across Aotearoa context.

The NEX agreement kaiako, measure Ministry of Education

This is important funding, and network reporting process

Resourcing

ANZAAE continues across the Visual

Our Resource Hub recorded present resources regard geographically is

Over the past year approach to digital enabled recorded event.

We would like to hui, presentation developing resources alongside full team

As we move forward presenters, and educators

Our reach:

ANZAAE's reach regional, and isolated

We acknowledge that these systems require ongoing maintenance and support. As with many areas of ANZAAE's work, this has often relied on significant voluntary labour from members of the executive.

Digital Hui

Face-to-face PLD remains deeply valuable, particularly in Visual Arts where practical making, material knowledge, and relational learning are so important. However, online spaces continue to allow ANZAAE to reach a wider audience and provide access for educators who may otherwise miss out.

Digital Hui have become an important part of ANZAAE's professional learning ecosystem. They allow educators to engage with new ideas, access specialist knowledge, connect with one another, and return to recordings at a later date.

We would like to thank everyone who has contributed to the Digital Hui series as presenters, organisers, and participants. We continue to welcome interest from members who may wish to present, share practice, or support future online PLD.

Tangata Whenua engagement

Bringing mātauranga Māori, toi Māori, and Indigenous knowledge into the ANZAAE space continues to be central to our future direction.

Our commitment to Te Tiriti o Waitangi is reflected in the co-chair model and in the wider aspiration to ensure tangata whenua perspectives are embedded, visible, and valued across ANZAAE's work.

ANZAAE continues to support Māori Visual Arts educators and students across Aotearoa by providing access to resources, workshops, specialist cultural knowledge, and national and regional networks.

Engagements with Māori artists and cultural leaders such as Mataaho Collective, Dr Johnson Witehira, and Professor Robert Jahnke have supported educators to deepen their understanding of contemporary Māori visual language, trans-customary practice, mātauranga Māori, and the relationship between art, identity, whakapapa, and place.

ANZAAE has also contributed to the development of recorded artist resources and educational materials that extend the reach of Māori artistic knowledge while maintaining integrity through direct artist voice.

We recognise that this work must continue to be relational, reciprocal, and grounded in tikanga. We must continue to create spaces for Māori educators through hui and wānanga, and ensure Māori leadership continues to shape the direction of the association.

Tangata Moana engagement

Tangata Moana engagement has continued to grow through the Pacific Art Teachers Network.

PATN supports Pacific Visual Arts educators across Aotearoa, including teachers who identify as Tongan, Sāmoan, Cook Islands Māori, Niuean, Fijian, Tokelauan, and other Moana identities. This work also supports Pacific learners, Pacific artists, cultural practitioners, and knowledge holders who contribute to teaching, mentoring, and the sharing of cultural knowledge.

The ANZAAE conference has become an important gathering point for Pacific educators, providing space for talanoa, networking, workshops, presentations, and PATN's own AGM. It supports Pacific-led leadership and strengthens visibility for Pacific knowledge systems within Visual Arts education.

The first ANZAAE Pasifika Art Educators Fono was held at the Pacific Art Centre in Auckland in September 2025. This was an important milestone for ANZAAE and for Pacific art education. The theme, "Uncharted Waters — Navigators of the Vā," reflected a journey of shared navigation, drawing on Pacific principles of observation, intuition, collaboration, and collective knowledge.

This fono was by Pacific educators structures, re:

We thank our who continue

The work

Growth, ad

cont

um re an in e of ity, a

t ensi We on, th y rich

ectiv foru clarit

nk all ue st

al C

g is n and A

feren y gra s, gal

r, we exte

We would generosity.

We also a leadership, advocacy.

We thank officer roles

Most important not do this

educators, particularly those in lower-resourced schools, rural communities, or schools where professional learning budgets are limited.

Seeking additional funding remains a key priority so that ANZAAE can continue to offer accessible, high-quality, and meaningful conference experiences.

Support networks

ANZAAE must continue to provide opportunities for teachers to access support, forums, workshops, expert knowledge, and skills for both beginning and experienced teachers.

This support must reflect the diversity of our membership and the diverse identities, languages, cultures, and contexts of the ākonga our members teach.

We are conscious that many educators live and work in isolated situations. A strong support network is essential not only for professional growth, but also for educator wellbeing. Regional association extend beyond

Digital Hui, informal co

Leadership

As ANZAAE association

The workshop conference communication

We need to members to the executive assisting with

We extend get in touch

Acknowledgements

We would generosity.

We also a leadership, advocacy.

We thank officer roles

Most important not do this

As an association, we remain committed to supporting Visual Arts educators across Aotearoa New Zealand, advocating for the value of the Arts, and nurturing the next generation of artists, makers, designers, educators, and creative thinkers.

Te toi whakairo, ka ihihi, ka wehiwehi, ka awe awe te ao katoa. Artistic excellence makes the world sit up in wonder.

Ngā mihi nui,



Tanu Aumua
Co-Chair ANZAAE: Tangata Whenua



Jamieson Hudson
Co-Chair ANZAAE: Tangata Tiriti

Chairpersons Report 2026

Chairpersons report to be taken as circulated and read.

Emma Wise: Treasurer

Financial Reporting

Oct 2024 - Dec 2025 NEX

		Budgeted	Spending	Spending	Spending	Spending	Remaining	
NEX Action Plan Item	Details		Oct-Dec	Jan-May	Jun-Sep	Oct-Dec	to Spend	Notes on variance and totals (UPDATED TO 25 NOVEMBER)
Kaiārahi (including expenses)	Contracting Jennie Williams as kaiārahi for 20-hours per week (PLD, Impact Data, Focus Groups, support@anzaae.nz - one-to-one, Isolated Educators, Communication, Resource Development - NCEA, Literacy, Numeracy, Mathematics)	\$55,000.00	\$11,334.80	\$16,853.47	\$17,915.74	\$5,089.91	\$3,806.08	Includes a flight for Jennie to visit Waimea College - not charged to region as school requested ANZAAE visit
Tangata Whenua / Cultural Capability Administrative Support	Contracting Vanessa Wairata Edwards to provide administrative support for Tangata Whenua (and Tangata Moana) and to support the meeting of objectives under our commitment to Te Tiriti o Waitangi (PLD, Resource Development, Resource Hub, Social Media)	\$17,500.00		\$1,288.70	\$5,321.28	\$4,657.04	\$6,232.98	Invoice for Vanessa at end of May was not included in MoE reporting.
General Administrative Support	Teacher Release / Contracting to provide administrative support (Financial, Membership, Online Spaces, Resources - NCEA, Design Support, Resource Hub, Social Media)	\$17,500.00	\$4,413.50	\$3,120.40	\$6,219.77	\$1,881.00	\$1,865.33	Jennie attending the PPTA Subject Association Hui has come from this budget.
ANZAAE 2025 Conference	AV and Video - recording and editing of workshop presentations for delivery on ANZAAE Resource Hub. Contracting for editing videos. Catering, Thank You Gifts, Workshop Materials, Venue Hire, Keynote and Workshop Presenter Fees	\$100,000.00		\$29,372.33	\$26,276.42	\$43,478.26	\$872.99	Liability insurance came from this budget. Includes final invoice of \$50,000 - yet to be processed in Xero
NEX Leadership	Flights/Travel & Parking and Accommodation for Chairs to attend national hui to represent ANZAAE PPTA Subject Association Hui NEX Leaders Hui	\$5,000.00	\$3,036.39	\$3,641.63			-\$1,678.02	Bringing together the Exec members to support NEX planning in Jan was not included in Jan-Dec budgeting but was also not documented in spending up to 31 Dec as it fell in-between times.
Tangata Moana Fono	PLD and opportunity to identify what resources could be created to support the wider community and deliver ideas that provide an insight of a Pasifika paradigm. Contribution to resources beyond hui.	\$12,500.00			\$17,861.84	\$1,063.31	-\$6,425.15	It was decided to make further investment in the Fono so that the ANZAAE Pacific Art Teachers Network could be established. This included bringing teachers out from the Cook Islands, and creating resources specific to Pasifika contexts and learners.
Tangata Whenua Wānanga	Hui to deliver PLD and to identify what resources could be created to support the wider community and deliver ideas that provide an insight of a Māori paradigm. Contribution to resources beyond hui.	\$12,500.00	\$4,085.68		\$10,384.75	\$8,864.78	-\$10,835.21	Resources were created at the wānanga specific to Te Ao Māori contexts and learners.
Regional Representatives	Working with regional representatives to support the development and delivery of PLD within each region. Travel and Accommodation to bring regional leads together for a face-to-face hui or to send ANZAAE support to the region.	\$25,000.00	\$6,677.11	\$6,339.56	\$19,529.93		-\$7,546.60	The \$6677.11 spent in Oct-Dec was reported in NEX action plan under Kaiarahi. This has now been seperated out in Xero so that we can better track spending on PLD for regions. At each regional hui, region specific resources have been created.
Resource Development	Contracting 20 publishable resources (unpacking of a standard or unit with teaching and learning sequence, inclusion of Literacy and Numeracy, visual examples, supporting demos or instructions, linked artist resources for copyright purposes) Maximum \$2500 per resource. Includes release time for Esther Hansen.	\$50,000.00		\$1,200.39	\$10,437.00	\$10,000.00	\$28,362.61	Resources are still in progress. Have paid for Thinglink resource development as recording needed to be done - these will be completed by end of 2025. 10,000 (Oct-Dec) for Te Ātinga regarding recording and resource creation costs for Gisborne hui being held late Dec 2025. Underspend in this budget covers Fono, Wānanga and Regional Hui overspends where learner and context/regional specific resources have been created.
Teacher Release	Buffer to ensure ANZAAE can be responsive to any additional needs that might arise from the sector in 2025	\$8,000.00		\$4,331.61			\$3,668.39	
Continued Online Development	Website, Resource Hub Development and Maintenance	\$5,699.20		\$739.00	\$440.00	\$2,166.00	\$2,354.20	
Digital Tools and Spaces	Apps and Subscriptions for Online Workspaces and Xero Fees	\$4,000.00		\$2,302.62	\$483.32	\$345.92	\$868.14	Companies recognising ANZAAE as a Not for Profit has significantly reduced outgoing subscriptions. Have shifted Xero fees to come out of this budget due to accounting overspend.
Financial Administration	Accountant, Bookkeeping	\$5,000.00		\$3,574.39	\$5,750.60	\$1,117.50	-\$5,442.49	Expected to be at least 5000 over budget due to the fee charged by accountant for Tier 3 reporting requirements for Charities in addition to payroll fees.
Legal work to update association for 2022 Incorporated Societies Act	Lawyer Fees	\$2,000.00		\$3,813.91	\$44.44		-\$1,858.35	Legal work was more expensive than estimated.
Liability Insurance	Estimate as need to renew insurance for 2025	\$2,000.00					\$2,000.00	Liability insurance was covered by conference budget.
\$312,500.00	TOTAL funding (GST exclusive) for this contract extension	\$321,699.20	GST Exc.	TOTAL spending (GST exclusive)	\$305,454.30	\$16,244.90	TOTAL remaining (GST exclusive) to spend by Dec	
\$46,875.00	GST	\$48,254.88	GST	GST	\$45,818.15	\$2,436.74	GST	
\$359,375.00	TOTAL funding (GST inclusive) for Oct-Dec	\$369,954.08	GST Incl.	TOTAL spending (GST inclusive)	\$351,272.45	\$18,681.64	TOTAL remaining (GST inclusive) to spend by Dec	
								Kaiarahi, cultural capability, teacher release, and some further resources still to be paid for in December

Regional PLD Budgets - as of 18 June 26

bit.ly/4xz1yVF

Regions	PLD Budget	Establishment Support	Additional Support	Total Per Region	GST Inclusive	
					Spending To Date	Remaining to Spend
Northland	\$5,000.00	\$0.00		\$5,000.00	\$4,163.31	\$836.69
Auckland	\$20,000.00	\$10,000.00	\$10,000.00	\$40,000.00	\$27,314.32	\$12,685.68
Waikato	\$5,000.00	\$0.00		\$5,000.00	\$3,985.06	\$1,014.94
BOP	\$10,000.00	\$0.00		\$10,000.00	\$9,297.32	\$702.68
Tairāwhiti	\$15,000.00	\$5,000.00		\$20,000.00	\$2,028.01	\$17,971.99
Hawkes Bay	\$15,000.00	\$0.00		\$15,000.00	\$3,937.28	\$11,062.72
Whanganui	\$5,000.00	\$0.00	\$2,500.00	\$7,500.00	\$7,350.87	\$149.13
Manawatu	\$5,000.00	\$0.00		\$5,000.00	\$780.00	\$4,220.00
Taranaki	\$10,000.00	\$0.00		\$10,000.00		\$10,000.00
Wellington	\$5,000.00	\$0.00		\$5,000.00	\$802.52	\$4,197.48
Nelson	\$10,000.00	\$5,000.00		\$15,000.00	\$993.65	\$14,006.35
Canterbury	\$5,000.00	\$0.00		\$5,000.00	\$2,853.84	\$2,146.16
Marlborough	\$5,000.00	\$5,000.00		\$10,000.00		\$10,000.00
Otago	\$10,000.00	\$0.00		\$10,000.00	\$3,016.20	\$6,983.80
Central Otago	\$5,000.00	\$5,000.00		\$10,000.00	\$4,231.68	\$5,768.32
West Coast	\$15,000.00	\$0.00		\$15,000.00	\$3,545.51	\$11,454.49
Southland	\$10,000.00	\$0.00		\$10,000.00	\$3,016.20	\$6,983.80
	\$155,000.00	\$30,000.00		\$185,000.00	\$77,315.77	\$120,184.23
					Totals updated as at 18 Jun	

Emma Wise: Treasurer

Financial Performance Report

1 Apr 2025 - 31 Mar 2026

bit.ly/43loCUh



Performance Report

Aotearoa New Zealand Association of Art Educators
For the year ended 31 March 2026

Prepared by Kendons

Statement of Financial Performance

bit.ly/43loCUh

Aotearoa New Zealand Association of Art Educators For the year ended 31 March 2026

'How was it funded?' and 'What did it cost?'

	NOTES	2026	2025
Revenue			
Fees, subscriptions and other revenue from members	1	15,357	15,938
Revenue from service delivery grants/contracts	1	182,500	325,000
Interest, dividends and other investment revenue	1	164	10,287
Total Revenue		198,021	351,225
Expenses			
Volunteer and employee related costs	2	92,344	59,735
Expenses related to service delivery grants/contracts	2	247,867	67,546
Other expenses	2	6,225	12,449
Total Expenses		346,436	139,730
Surplus/(Deficit) for the Year		(148,415)	211,494

Notes to the Performance Report

Aotearoa New Zealand Association of Art Educators For the year ended 31 March 2026

	2026	2025
1. Analysis of Revenue		
Fees, subscriptions and other revenue from members		
Membership Fees	15,357	14,438
Wānanga Toi Delegate Fees	-	1,500
Total Fees, subscriptions and other revenue from members	15,357	15,938
Revenue from service delivery grants/contracts		
Ministry of Education Funding	182,500	325,000
Total Revenue from service delivery grants/contracts	182,500	325,000
Interest, dividends and other investment revenue		
Interest Income	164	10,287
Total Interest, dividends and other investment revenue	164	10,287
Total Analysis of Revenue	198,021	351,225

2. Analysis of Expenses

bit.ly/43loCUh

Volunteer and employee related costs		
Administration	10,217	16,455
Kaiarahi	59,023	23,067
Release Costs	12,102	7,976
Resource Development Contractor Costs	11,002	12,237
Total Volunteer and employee related costs	92,344	59,735
Expenses related to service delivery grants/contracts		
ANZAAE Life Member Awards	1,696	-
ANZAAE Premier Award	10,425	-
Computer Expenses	440	-
Conference Expenses	103,802	-
Cultural Capability	13,293	8,038
Event Catering (Non-conference)	-	2,461
Regional Representative Costs	36,297	8,926
Regional Growth Professional Learning and Development	19,703	11,345
Subscriptions and Website Costs	4,329	3,900
Tangata Whenua Wānanga	19,349	-
Tangata Moana Fono	18,925	-
Travel and Accommodation	8,900	15,824
Venue Hire (Non-conference Events)	541	1,332
Other expenses related to service delivery		
Accounting Fees	7,945	9,010
Bank and Stripe Fees	149	195
General Expenses	-	44
Legal Expenses	864	5,887
Xero Fees	1,212	583
Total Other expenses related to service delivery	10,169	15,720
Total Expenses related to service delivery grants/contracts	247,867	67,546

Regional Hui and Regional support

Kaiārahi



Kaiārahi Vanessa Edwards- Buerger and Jennie Williams have some capacity to do regional workshops in term 3. If your region would like this support please email us at vanessa.buerger@anzaae.nz and jennie.williams@anzaae.nz or executive@anzaae.nz

2026 regional support

- Jan 21st.BOP regional hui. 91914 1.3 and level 2 design
- May 17th BOP regional PD workshop. A Māori approach to print with a focus on the creation story as a creative framework.
- 28th April ASATA/ ANZAAE level 3 scholarship and curriculum update
- 2nd June Hawkes Bay regional hui curriculum update years 9-10
- Support for Pasifika Fono organisation 17-19th July.
- Liaise with ministry and NZQA, PPTA, NZEI, othersubject associations (He Rau Rina)
- Support@anzaae.nz.
- Learning kit support material for new curriculum, under development
- Newsletter updates and digital hui responds to regional / National requests. *More frequent newsletters from this point to maintain updates in response to curriculum change .*

Executive Committee

*** As of the start of the AGM, the following current committee members have indicated they wish to continue serving on the Executive:**

- Tanu Aumua
- Dagmar Dyck
- Esther Hansen
- Jamieson Hudson
- Kat Lilly
- Pilimilose Manu
- Lisa Ponweiser
- Jennie Williams
- Emma Wise

(Motion to proceed with the appointment of Executive Committee members (those staying on). Secunder and vote)



Stepping down:

Justin-Leigh Manuel

Genevieve Craig

Kate Rivers

(Motion to accept the resignations received. Secunder and vote)



As of the start of the AGM, the following nominations for the Executive Committee have been received

- Bridget Blair
- Ashleigh Zimmerman

(Motion to proceed with the appointment of Executive Committee members (new). Secunder and vote)

Phase 5 Feedback Drop-ins

We will be hosting a series of online drop-ins to share feedback, any queries, and generally support members with the Phase 5 consultation process.

* Online hui drop-in times

Day/time	Exec member/s	Time
Monday 22 June	Jamieson Jennie Lisa Purda	3:30 - 4pm
Tuesday 23 June	Emma Esther	3:30 - 4:30pm
Wednesday 24 June	Jamieson Jennie	3:30 - 4pm
Thursday 25 June	Jamieson Lisa Purda	3:30 - 4:30pm
Monday 29 June	Emma Esther	3:30 - 4:00pm
Tuesday 30 June	Jamieson Lisa Purda	3:30 - 4pm
Wednesday 1 July	Jamieson Jennie	3:30 - 4:30pm
Thursday 2 July	Jennie Esther	3:30 - 4:30pm

Curriculum Change

Phase 5 curriculum feedback

The consultation period for Group 2 subjects (Arts) is 10 June – 8 July

Key points to consider for feedback:

- Looking at knowledge and practices. listed under the strands. The knowledge section is mandated and must be taught. Consider whether the knowledge listed is essential to know for each subject.
- Is the knowledge appropriate for each level There should be differences at each level that needs to be distinct as step ups. Consistency between subjects.
- Art history/ time periods -that no specific time period is mandated. Contexts need to be appropriate
- We are working with the ministry to develop a list of FAQ to support feedback and understanding. You are able to ask for additions to this through support@anzaae.nz
- Drop ins will be held as digital hui from Monday 22nd June- Thursday 2nd July.

Acknowledgements



We would like to thank the Executive Committee for their contribution, commitment, and generosity. We also acknowledge those who have worked alongside us in advisory roles, regional leadership, resource development, conference planning, Digital Hui, wānanga, fono, and advocacy.

We thank those executive members who are stepping down from the committee or from officer roles, and acknowledge the time, energy, and care they have given to the association. Most importantly, we thank our members for their continued support of ANZAAE. We could not do this work without you.

As an association, we remain committed to supporting Visual Arts educators across Aotearoa New Zealand, advocating for the value of the Arts, and nurturing the next generation of artists, makers, designers, educators, and creative thinkers.

Setting the next AGM



The next AGM will take place at the
ANZAAE National Conferencer in
Auckland: April 14-16 April 2027

Whakakapi Closing
