

Six workshops. Five cities. One cohort equipped for the AI shift in NZ science teaching.

Prepared for the *SCENZ Executive and Board* as the end-of-contract record of the AI in Science Teaching workshop programme — covering scope, delivery, measured impact, and the strategic options now in front of SCENZ as the revised NZ curriculum lands.

SCOPE	6 workshops • 5 cities
PERIOD	20 Nov 2025 — 16 Apr 2026
ATTENDED	157 teachers
SURVEY N	36 (April 2026 cohort)
PREPARED BY	Benny Pan • InspiraEd
FOR	SCENZ • Executive and Board Members
COMPILED	May 2026

§ EXECUTIVE SUMMARY

Across **six workshops in five cities** between November 2025 and April 2026, the SCENZ AI in Science Teaching programme reached **157 secondary teachers** — the largest subject-association AI literacy programme delivered in Aotearoa to date. The April 2026 cohort (N=36 survey respondents) reported **94% confidence growth**, a **+45% lift in self-rated Practical AI usage**, and **89% endorsement** of the workshop's pace and balance. Every respondent — *36 of 36* — named a topic for a future deep-dive. **Thirty-nine percent** chose “**Customising AI for science curricula**” — a request that, in hindsight, anticipated the New Curriculum announcement now reshaping every subject association's PLD priorities. This report documents what was delivered, what was found, and future recommendations for SCENZ and NZIP to consider next. Three Phase 02 tracks are presented for the Board's consideration, each scoped around the curriculum transition and built on the resources, methodology, and member relationships already established under Phase 01.

PART I

EXECUTED

Six workshops. Five cities. Two waves of delivery. Resources built, methodology iterated, member relationships established.

SCOPE • DELIVERY • RESOURCES
CREATED

/01 • SCOPE

Programme *at a glance*.

The headline footprint of what SCENZ funded between November 2025 and April 2026.

WORKSHOPS

①

6

Six workshops delivered across the contracted programme — two waves, Nov 2025 and April 2026.

Contract authorised
up to 9 • 7 F2F + 2
online

CITIES REACHED

②

5

Auckland, Hamilton, Wellington, Dunedin, Christchurch — coverage across the contracted national footprint.

Hamilton hosted
twice • back-to-back
days

TEACHERS REACHED

③

157

Secondary science teachers attended across the programme — 82 in the Nov 2025 wave, 75 in the April 2026 wave.

All secondary
science kaiako •
member status not
captured at sign-in

/02 • DELIVERY

Two waves, *five cities*, one cohort built.

Phase 01a established the model and the relationships in three cities late 2025. Phase 01b widened reach and built measurement into the methodology in April 2026.

PHASE 01A • ESTABLISHMENT WAVE

November 2025 • Auckland + Hamilton

3
workshops

01 • Phase 01a Auckland AcademyEx, Auckland CBD Thu 20 Nov 2025 14 TEACHERS • PILOT SESSION SLIDES (HTTPS://DRIVE.GOOGLE.COM/FILE/D/1UWAQUFXELI8V0CR-2YU1MEYCYFOYGKUN/VIEW?USP=DRIVE_LINK) RECORDING N/A	02 • Phase 01a Hamilton • Day 1 Rototuna Senior High School Wed 26 Nov 2025 36 TEACHERS SLIDES (HTTPS://DRIVE.GOOGLE.COM/FILE/D/1MPLR-YIDHV8DPCEJZPJASOVZYIWM3WRY/VIEW?USP=SHARING) RECORDING (HTTPS://YOUTUBE.BE/PT3H7VYFE6I)	03 • Phase 01a Hamilton • Day 2 Rototuna Senior High School Thu 27 Nov 2025 32 TEACHERS SLIDES (HTTPS://DRIVE.GOOGLE.COM/FILE/D/17AJXYBUB-MD3GTW88IG2QL9KAP6L4EC5/VIEW?USP=DRIVE_LINK) RECORDING (HTTPS://YOUTUBE.BE/GGIHMM4J090)
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04 • Phase 01b

Wellington

St Patrick's College

Mon 13 Apr 2026

25 TEACHERS

SLIDES ([HTTPS://DOCS.GOOGL
E.COM/PRESENTATIO
N/D/1LDP_YEZWEENZGJJX10305EUV0TNR0BSK/EDIT?USP=DRIVE_LINK](https://docs.google.com/presentation/d/1LDP_YEZWEENZGJJX10305EUV0TNR0BSK/edit?usp=drive_link))

RECORDING N/A

05 • Phase 01b

Dunedin

Logan Park High School

Tue 14 Apr 2026

14 TEACHERS

SLIDES ([HTTPS://DOCS.GOOGL
E.COM/PRESENTATIO
N/D/1LUTTJGN63URYSKVP2TRL7IQTQX8G2CTK/EDIT?USP=DRIVE_LINK](https://docs.google.com/presentation/d/1LUTTJGN63URYSKVP2TRL7IQTQX8G2CTK/edit?usp=drive_link))

RECORDING N/A

06 • Phase 01b

Christchurch

Burnside High School

Thu 16 Apr 2026

36 TEACHERS • LARGEST
COHORT

SLIDES ([HTTPS://DOCS.GOOGL
E.COM/PRESENTATIO
N/D/1Q-GIHGAIHY_BMBIUZ-YPOX8KMI4GFS9/EDIT?USP=DRIVE_LINK](https://docs.google.com/presentation/d/1Q-GIHGAIHY_BMBIUZ-YPOX8KMI4GFS9/edit?usp=drive_link))

RECORDING ([HTTPS://YOUTU.BE/FS5VG6QGNTC](https://youtu.be/FS5VG6QGNTC))

/03 • RESOURCES CREATED

A library of *ready-to-use* AI tools, now SCENZ-owned.

Under Schedule A and IP clause 14, every resource developed during the programme is SCENZ property. These are the assets now in the SCENZ catalogue, available to members.

Built for the NZ classroom — *ready Monday*.

Each resource was developed inside the contract, tested with the cohort, and refined based on workshop feedback. They are **institution-grade artefacts**, not prompts pasted into a slide deck — each one carries a SCENZ provenance and is suitable for member distribution. The list below is the asset register; live URLs are linked, with QR codes available in the PDF mirror.

CUSTOM AI ASSISTANT

LIVE • DUAL PLATFORM

Aotearoa School AI Policy Drafter

A custom AI assistant that helps a NZ school draft an AI-use policy tailored to its decile, curriculum mix, and **Te Tiriti o Waitangi obligations as a core value. In ten minutes, a school leader has a framework they can take to their board** — not a template, their school's version. Built on AI Forum NZ frameworks and tested with the April cohort. Provided on both Gemini and ChatGPT so members can use whichever platform their school is licensed for.

GEMINI ([HTTPS://GEMINI.GOOGLE.COM/GEM/1WS7WIHIVFUA5C62GWNIZOHYBTFOTGJM?USP=SHARING](https://gemini.google.com/gem/1WS7WIHIVFUA5C62GWNIZOHYBTFOTGJM?USP=SHARING))

CHATGPT ([HTTPS://CHATGPT.COM/G/G-69DB20AA9B848191B5122A1DC6CC55FF-KITE-AI-POLICY-MAKER](https://chatgpt.com/g/g-69DB20AA9B848191B5122A1DC6CC55FF-KITE-AI-POLICY-MAKER))

SCENZ
IP

Prompt-Writing Assistant for Science Teachers

A guided prompt-construction tool designed around the workshop's 3C pattern (Context · Constraint · Criteria). Teachers describe what they need; the assistant returns a tested prompt aligned to chemistry, physics, or biology contexts. Also provided on both Gemini and ChatGPT for platform flexibility.

GEMINI ([HTTPS://GEMINI.GOOGLE.COM/GEM/1AAP_7KTX8XIjXVGT5IE7CRDTMX0WHN4K?usp=sharing](https://gemini.google.com/gem/1AAP_7KTX8XIjXVGT5IE7CRDTMX0WHN4K?usp=sharing))

CHATGPT ([HTTPS://CHATGPT.COM/G/G-69DABFD02AF881918819CFE36287F1B8-PR0MPT-MAKER](https://chatgpt.com/g/g-69DABFD02AF881918819CFE36287F1B8-PR0MPT-MAKER))

SCENZ
IP

Custom Instructions Library

A walk-through video showing teachers how to set "custom instructions" inside ChatGPT, Claude, or Gemini — locking the assistant into a science-teacher voice, NCEA-aware framing, and ethical-use guardrails. Watch once; configure each tool in a couple of minutes thereafter.

WATCH TUTORIAL ([HTTPS://YOUTU.BE/2VUS7LJAC3M](https://youtu.be/2VUS7LJAC3M))

SCENZ IP

PART II FOUND

94% of measured respondents grew. 39% mandated the next chapter — before the curriculum reform landed.

THE SHIFT • THE GAINS • WHAT RESONATED

/04 • THE SHIFT

Three numbers from the *April 2026 cohort*.

The April programme included a 5-point self-rating instrument administered before and after each workshop. N=36 respondents across three cities. These are the headline numbers.

CONFIDENCE
GROWTH

(A)

94%

of respondents grew on at least one dimension. 34 of 36 reported measurable confidence lift after the workshop.

5-pt self-rating •
before/after • N=36

PRACTICAL AI
LIFT

(B)

+45%

average lift in “Practical AI usage” — the dimension teachers cared most about and rated lowest beforehand.

Mean 2.53 → 3.67 •
April 2026

PACE ENDORSED

(C)

89%

endorsed the pace and balance of the workshop — rare for AI PLD, which typically over- or under-shoots a mixed-experience room.

"Felt about right" •
April 2026 survey

/05 • THE GAINS

What teachers *walked out with*.

Three benefit dimensions consistently named across the April cohort — in respondents' own words.

BENEFIT 01

Confidence to act.

Many teachers arrived uncertain whether AI belonged in the classroom at all. They left with the language, the framing, and the permission to bring it in — thoughtfully, deliberately, on their own terms.

*“ Thank you for today and affirming that AI has a valuable place in the direction of education in NZ — we just need to be brave and **embrace it**. ”*

OTAGO GIRLS • PRACTICAL 3 → 5

DUD

BENEFIT 02

Concrete classroom value.

Not abstract concepts — **working tools**. Several teachers walked out with prototypes built during the session: custom GPTs, prompt templates, and assessment scaffolds they could deploy on Monday morning.

*“ Great session. Benny helped me **make a tool** and was very knowledgeable and helpful. Being an actual teacher is all the difference. So worthwhile — will improve my teaching. ”*

ANONYMOUS • PRACTICAL 3 → 5

CHC

Validation of direction.

Some teachers were already steering. What they needed was confirmation that their direction was sound — and a sharper map for the next step. The workshop affirmed departmental approaches and accelerated existing work.

*“Time felt like it flew by. So good to have many questions about AI **answered and affirmed** the approach we are taking in our Department.”*

ANONYMOUS • PRACTICAL 4 → 5

CHC

TAKE-HOME TOOLKIT

Tangible assets in teachers' hands.

Every attendee left with the same set of resources — **built for NZ science classrooms, tested with the cohort, and now SCENZ-owned.**



AI Policy Drafter GPT

BUILT BY INSPIRAED

Custom assistant that helps NZ schools draft an AI-use policy aligned to decile, curriculum, and Te Tiriti obligations.



Prompt-Writing Assistant

BUILT BY INSPIRAED

3C pattern (Context · Constraint · Criteria), scoped to chemistry, physics, biology contexts.



Custom Instructions Library

CURATED

Plug-and-play instruction blocks for ChatGPT / Claude / Gemini, NCEA-aware and ethics-bounded.



Workshop slide deck (NZ context)

ARTEFACT

Customised per venue with city-specific framing. Hosted on SCENZ website per Schedule A.



Worked classroom workflows

WORKFLOW

Marking rubric automation, differentiated worksheet generation, parent-communication drafting — teacher-ready.

/06 • WHAT RESONATED

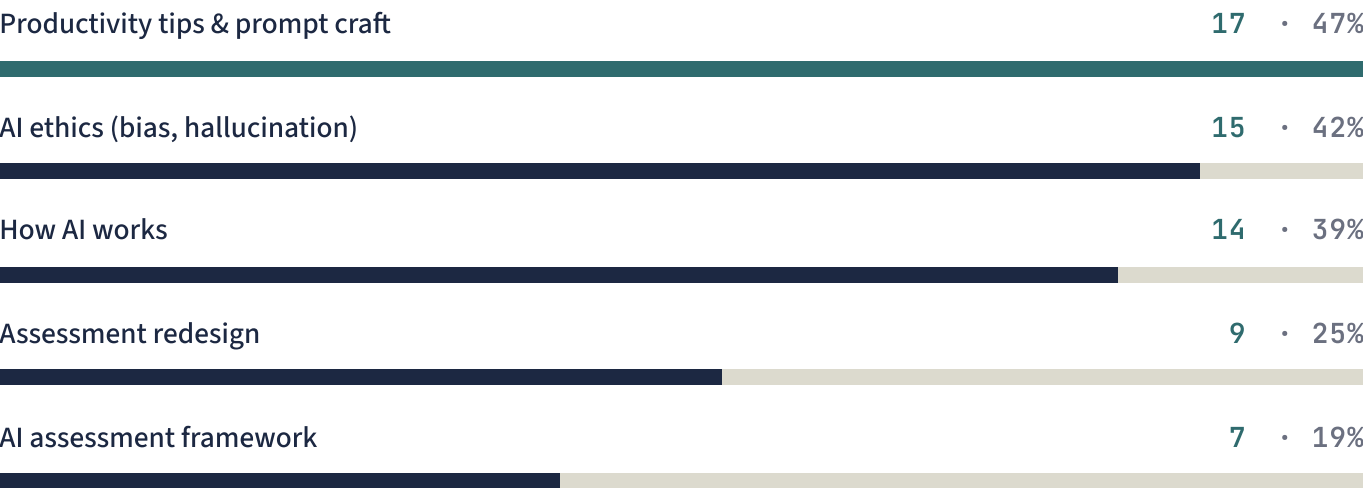
What teachers *valued*, and what they want *next*.

Two questions in the April survey opened the cohort's preferences for further work: which workshop topics resonated most, and which deep-dive they would prioritise if SCENZ offered one.

QUESTION A • MOST VALUABLE TOPICS

Productivity wins. Ethics close behind.

Teachers selected up to two from the day's content. Productivity tooling and prompt craft drew the most votes — closely followed by AI ethics, and the foundational "how AI works" segment.



QUESTION B • DEEP-DIVE INTEREST

A clear mandate for subject-specific work.

Teachers chose one option for a future deep-dive session. **Customising AI for science curricula** — specifically NCEA levels and formative feedback — was the runaway winner, claiming 39% of votes.

Customising AI for specific science curricula

→ THE COHORT'S MANDATE

→ STRONGEST SINGLE SIGNAL IN THE DATASET

14

of 36 · 39%

More hands-on Teachable Machine projects

10

of 36 · 28%

School-wide policy development

6

of 36 · 17%

Advanced prompt engineering

6

of 36 · 17%

PART III

RECOMMEND

The cohort wrote the next chapter. *The New Curriculum reform made it urgent.*

STRATEGIC MOMENT • THREE
TRACKS • CLOSING

/07 • THE STRATEGIC MOMENT

A curriculum reform *the cohort foresaw*.

Phase 01 closed in April 2026. The Ministry of Education's revised curriculum announcement landed shortly after. In hindsight, the cohort's 39% mandate for subject-specific deep-dive work reads less as a workshop preference and more as professional foresight.

Every NZ subject association is now scrambling to translate the New Curriculum into PLD their members can use. SCENZ has a window — finite and competitive — to lead that translation for science teachers, rather than watch members default to other providers for AI-readiness support during the transition.

Why it matters for SCENZ now. Subject associations across the country are simultaneously trying to interpret the New Curriculum, redesign assessment, and respond to teacher anxiety about AI — with volunteer-driven capacity. SCENZ enters this moment with three advantages no peer association currently has: (a) a fresh cohort of **157 AI-uplifted member teachers**, (b) a library of SCENZ-owned AI resources already tested with that cohort, and (c) a documented methodology and delivery partner with proven outcomes (the data in Part II of this report).

The cohort's prescience. Three months before the curriculum announcement, 39% of the April respondents asked unprompted for “Customising AI for specific science curricula” as their preferred next session. That request is now the most strategically valuable signal in this report — it tells SCENZ that the members are *already* primed to engage with curriculum-specific AI work the moment SCENZ offers it.

§ THE STRATEGIC QUESTION PHASE 02 ANSWERS

*Three months from now, every NZ subject association will be claiming "AI-readiness" credentials to their members. **SCENZ can either own that position with evidence, or have to catch up to peers who moved faster.** Part III sets out three tracks Phase 02 can take — each scoped around the curriculum transition and built on Phase 01's foundations.*

/08 • PHASE 02 — THREE TRACKS

Three ways SCENZ can *extend its lead*.

Each track is scoped around the curriculum moment, built on Phase 01 foundations, and assessed on four dimensions: the outcome SCENZ achieves, the confidence that outcome will be delivered, the time-to-first-value, and the effort required from SCENZ. The Board is invited to consider all three; they are not mutually exclusive.

How to read the tracks.

Each track is presented with a **pitch** (what SCENZ buys, in one paragraph) and a **four-dimension value panel**. The panel borrows from a deliberate value-assessment framework used in professional-services scoping: *Outcome* and *Confidence* are the upside drivers (maximise); *Time-to-value* and *Effort-from-SCENZ* are the friction terms (minimise). The same instrument is applied to each track so the Board can compare them directly. Specific pricing and timelines are deliberately omitted from this report — the Board will be invited to a scoping conversation for any track it wishes to pursue.

01 SCENZ builds the *curriculum-aligned AI resource library* its members need.

InspiraEd co-develops, from SCENZ's delivery point of view, a **library of curriculum-aligned AI resources** — lesson sequences, assessment templates, worked examples, teacher-facing playbooks — ready for SCENZ to distribute as a member benefit. *Done-for-you content development* that fills the capacity SCENZ does not have internally. Every artefact is SCENZ IP, by default, under the same clause-14 model that already governs Phase 01 outputs.

OUTCOME ↑

First NZ subject association with curriculum-aligned AI resources in members' hands the term it takes effect.

Positions SCENZ as the AI-readiness leader among subject associations — a status the parent body (NZIC) and members can both point to.

Maximise: dream outcome

CONFIDENCE ↑

Methodology already proven on Phase 01.

6 workshops delivered on spec. 89% of the measured cohort endorsed pace. 39% asked for exactly this work. Delivered by a *practising NZ science teacher* with current classroom context — not a consultancy without a chalkboard.

Maximise: perceived likelihood

TIME-TO-VALUE ↓

Visible delivery batched across each school term — not one drop at the end.

SCENZ communicates a visible cadence to members, who see *new resources every term* rather than waiting on a single end-of-engagement bundle. Specific timeline scoped in the follow-up conversation.

Minimise: time delay

EFFORT FROM SCENZ ↓

Curriculum sign-off + asset access — that's the SCENZ-side workload.

InspiraEd writes, builds, tests, and packages. SCENZ retains *editorial and IP control* through a sign-off step on each batch. No additional volunteer effort required from the board or co-chairs.

Minimise: effort & sacrifice

02

Keep the cohort warm — *SCENZ-attributed AI uplift*, every term, no gap.

Ongoing teacher-facing delivery — a cadence of **workshops (in-person and online) plus member support** — that sustains the AI uplift Phase 01 built, attributed to SCENZ and the curriculum transition. Without this, the April cohort's confidence half-lives back toward baseline; with it, members feel SCENZ *walking with them through the transition* rather than handing them a binder and disappearing.

OUTCOME ↑

Members continue receiving SCENZ-attributed AI uplift across the curriculum transition.

Retention metrics, perceived value, member engagement — all carry forward instead of dropping post-contract. SCENZ becomes *the* destination for AI in science teaching.

Maximise: dream outcome

CONFIDENCE ↑

The cohort already trusts the delivery model.

94% of measured respondents grew. 89% endorsed the pace. 3 of 3 April venues filled. Track 02 is the lowest-risk track because the model is the one already validated — the question is cadence, not concept.

Maximise: perceived likelihood

TIME-TO-VALUE ↓

Next term opening, depending on the cadence chosen.

The infrastructure is in place: venue networks, member database, registration funnel, delivery materials. Re-firing the engine is a low-friction launch.

Minimise: time delay

EFFORT FROM SCENZ ↓

Registration coordination only — venue, content, facilitation done-for-you.

SCENZ retains its *brand-front role* (the workshop is theirs, the relationships are theirs); InspiraEd does the heavy operational lift — the same pattern that worked for Phase 01.

Minimise: effort & sacrifice

03

A library of *ready-to-use AI assessment* use cases — SCENZ's competitive differentiator.

Paid creation of **subject-specific AI use cases** — especially in *assessment redesign* under the New Curriculum. Each use case is modular, classroom-ready, and dropped into teachers' Monday morning: a chemistry investigation prompt, a physics marking rubric, a biology data-analysis scaffold. **No other subject association currently has a library like this.** SCENZ's member portal becomes the destination teachers visit when they need a curriculum-aligned AI artefact *now*, not a workshop next month.

OUTCOME ↑

A growing, member-exclusive library of subject-specific AI assessment use cases — SCENZ's clearest member-benefit differentiator.

The asset that *justifies SCENZ membership renewal on its own* during the curriculum transition. Renewal is the metric that turns this track into ROI.

Maximise: dream outcome

CONFIDENCE ↑

Foundation artefacts already built and SCENZ-owned.

The custom GPTs and prompt frameworks from Phase 01 are the **seed library** — Track 03 productises and extends them subject-by-subject. The build pattern is proven; the scaling is the work.

Maximise: perceived likelihood

TIME-TO-VALUE ↓

First use cases ship soon after kickoff — rolling release thereafter.

Each use case ships to the member portal as soon as it passes review with cohort testers — members see the library *grow visibly* across the curriculum-transition window.

Minimise: time delay

EFFORT FROM SCENZ ↓

Curriculum specs + sign-off — InspiraEd builds, tests, and ships with cohort.

SCENZ supplies the curriculum requirements and the editorial gate. InspiraEd designs the use case, tests it with cohort teachers (the same teachers from Phase 01 — already *willing testers*), and ships to the member portal.

Minimise: effort & sacrifice

Six workshops. Five cities. 157 teachers more confident, more capable, and better equipped to teach in the age of AI and the New Curriculum — with the resources, the relationships, and the runway already built for what comes next.

SCOPE 6 workshops • 5 cities

PERIOD 20 Nov 2025 – 16 Apr 2026

ATTENDED 157 teachers

MEASURED N=36 (April cohort)

RESOURCES
DELIVERED 2 custom GPTs + library + decks + recordings

IP HOLDER SCENZ (per clause 14)

PREPARED BY Benny Pan • InspiraEd

FOR SCENZ Executive & Board