

## 8 Key Issues

# Governance

### Findings

- BOT self-governing model is not working consistently well across the country.
- BOTs not equipped to deal with matters such as property and appointments of Principals.
- BOTs find it difficult to represent their community.
- One school one board causes unhealthy competition.

### Recommendations

- BOTs role reoriented to core responsibilities of Strategic and Annual plan, localised curriculum and student wellbeing.
- Hubs assume legal responsibilities of BOTs and delegate back to Principal operation grants and staffing entitlements and recruitment.
- Possibly delegate back property if meet criteria.
- Boards involved in Principal process but Hub is the employer.
- Boards not responsible for decisions on student exclusions/expulsions. Hubs will manage this.
- Mandatory Mana Whenua representative on BOT.

### Hubs will:

- Support and monitor schools.
- Provide curriculum advisory services.
- Get schools to share practices across all schools in hub.
- Appoint Principals to 5 year contracts and ensure performance management.
- Responsible for learning support.
- Manage enrolments schemes and reduce unhealthy competition.
- Responsibility for when students are suspended.
- Provide parent and student advocacy and complaints service.
- Review progress and decide goals for the Hub network.
- 58% of schools do not have enough Maori on their Boards to reflect their community.
- 61% of schools do not have enough Pacific members on their Board to reflect their community.
- Difficult for student rep to have a voice on BOTs.
- Some Board members have personal agendas which damages the Board.
- Boards have too much power when it comes to the suspension of students.
- Boards only care about their school and not other schools which can have negative consequences.
- Schools and Principals are incentivised to compete for more students to increase funding and Principal's salary.
- Ministry does not engage with schools effectively as does not have the personnel.
- Ministry does not have capacity to assist failing schools.

### Hubs will:

- Decide network provision, new schools or closing schools.
- Control each school's enrolment scheme.
- Lead Property development.
- Support schools with health and safety, HR, financial reporting.
- Alongside BOT appoint Principal but 50% of panel to come from Hub.
- BOT has final approval of Principal's appointment.
- Principal's employed on 5 year contract.
- Can move Principals to schools in Hub where expertise needed.
- Performance management of Principal.
- Legal employer of teachers.
- Ability to second teachers into another school in Hub where expertise needed.
- Monitor school's progress in real time.
- Can dismiss school board.
- Manage discipline hearings for suspended students to ensure fairness.
- Provide complaint advocacy for parents/students regarding schools. *"A restorative approach would be taken so that concerns can be resolved in a positive and helpful manner."* (P 53)
- Provide independent disputes and appeal service to parents and students.
- Hub decisions can be appealed to Ombudsman, Children's Commissioner and High Court.
- Staffing entitlements delegated to Principal but can be withdrawn in the case of mismanagement.
- If approved, Property could be delegated back to BOT.
- Will have KPI's and poorly performing Hubs would be supported by an expert.

# Schooling Provision

### Findings

- Poor provision for Kaipapa Maori schooling.
- Inconsistent transitions between schools.
- Underutilisation of Correspondence School.

### Recommendations

- Dedicated pathway for Kaipapa Maori.
- Seamless student transitions between schools.
- Phasing in of schooling provision that provides more stability and transition for students e.g. middle school, senior college.
- More intensive use of school buildings out of school hours.
- Flexible timetable and curriculum.
- Utilise Correspondence School better within Hubs.

- Teaching of Te Reo and Pacific language needs to be better supported and prioritised.
  - Phasing in schooling model based on Primary (1-6), Middle School (7-10), Senior Colleges (11-13).
- OR:
- Primary (1-8), Secondary (9-13) OR composite schools.
  - Intermediate Principals favour having an extra two years of middle schooling as would provide greater stability and support for their learning and wellbeing.
  - Taskforce favour removing two year Intermediate and move to Middle School model (7-10).
  - This would lead to the establishment of Senior Colleges (11-13) which would provide significantly more curriculum and timetable options.
  - Senior Colleges as the "qualification stage" of schooling could enable leaders to relax rules and regulations such as uniforms or providing night schools for students.
  - Senior Colleges could be difficult to establish in rural areas.
  - Alternatively, Primary schools retain students from Years 1-8 and then onto secondary school Years 9-13.
  - Provide equal status for job related and academic pathways in schools.
  - Utilise Te Kura Correspondence School (the biggest school in NZ) better in mainstream education.
  - Need to invest in flexible schooling provisions and far less on permanent school buildings.
  - Teaching and learning needs to be activity and community based rather than classroom based.
  - Utilise digital technology better.
  - Cost of physical facilities means they need to provide optimal value.
  - Schools need to be open on the weekends and evenings to serve interests of community better.
  - Learning and assessment will need to be more flexible, activity and personal interest based, and responsive to the learners' life circumstances.
  - Schools in socio-economic deprived areas should become full service community sites providing counsellors, nurses, social workers and psychologists.

## Competition and Choice

### Findings

- Schools encouraged to compete for students rather than collaborate.
- Impacted mainly on Maori and Pacific and increased ethnic and socio economic segregation.
- Decile ratings misused.
- Some schools have unfairly and illegally prevented local students from enrolling (no citation)
- Current funding model for Principal remuneration incentivises competition for students.

### Recommendations

- All enrolment schemes to be fair with the Hub having final decision.
- Limits on out of zone students.
- Limits on donation amounts that can be requested.
- International students provided for independently of Government funding.
- Students with learning support needs have same access as other students.
- School provisions, whether new schools or closing schools, based on equity and needs.
- State Integrated Schools are treated in the same way as state schools with regard to transport subsidies and enrolment schemes.

### Competition has

- Pushed up housing costs in desired school zones.
- Affluent families can afford transport costs, donations and attendance fees.
- Made teachers reluctant to collaborate between schools.
- Increased Traffic congestion.
- Affected students' health as no longer bike or walk to school.
- In Christchurch if out of zone students' movements stopped and students went to their local school, there would be a decrease of 156.6kg of CO2 emissions per day (P 70).
- White flight and brown flight reduced social mix in our lower decile schools.
- Some families cannot attend their preferred school as they live out of zone or due to attendance and transport costs.
- Some families put off some schools due to the high costs associated with donations, uniforms or co-curricular.
- Some students with learning or behavioural needs face barriers enrolling at their local school.
- Many Maori cannot access Kaipapa Maori pathways.
- 38% of schools have enrolment schemes.
- 11% of NZ students came to a school from outside their zone.
- Some schools deliberately set zones to avoid low income areas.
- Ministry is consulted in this, but politicians can become involved because parents may have paid more for housing in that zone.
- State Integrated schools permitted to enrol from larger geographical areas.
- State schools required to operate open and transparent enrolments; State Integrated schools we hear can select students through testing or their prowess in sports or music.

### How to reduce school competition

The Hub will:

- All State and State Integrated schools are given maximum roll number.
- Hub will decide, in consultation, enrolment schemes.
- Out of zone enrolments capped.
- Voluntary donation amounts will be capped.
- Schools with International students will need to demonstrate that all educational provisions for these students comes from their fees and not Government funding.
- Transport subsidies provided to State Integrated schools.



- Enrolment scheme ballots for non-preference students same as state system.
- Attendance dues level justified to Hub annually.

# Disability and Learning Support

## Findings

- Problems with students and parents feeling unwelcome when seeking enrolment and once enrolled.
- Support available fragmented or non-existent.
- Support takes a long time to arrive.

## Recommendations

- Teachers better prepared to deal with students with learning needs through their training providers.
- Every school has a Learning Support Co-ordinator.
- The Hub employs specialist staff, RTLs.
- The Hub would apply for funding for this, not parents and schools.
- Effective practices and responses shared across Hub.

# Teaching

## Findings

- No national strategy to recruit, prepare and support teachers.
- Professional development opportunities limited.
- Appraisal working well in some schools, but a compliance matter in other schools.
- Kahui Ako having some success but it restricts innovation.
- No incentives for teachers to collaborate or develop meaningful career pathways.
- Status of paraprofessionals (teacher aides, music itinerants) limited.

## Recommendations

- Recruit diverse teachers to match diversity of students.
- More flexible teacher training pathways.
- Viable pathways and enhance status of paraprofessionals.
- Provision of national PLD programme.
- Options of secondment between Hubs, MOE and Teachers Council.
- More flexibility for Kahui Ako.
- More flexibility for teacher appraisal.

- Our teaching workforce needs to be more culturally diverse.
- Quality and supply of teacher education graduates is too variable.
- Although a shortage of teachers, our graduates are not guaranteed employment with only a third given permanent appointments (P89 no citation).
- Teacher workforce supply policy lacks coherence.
- Loss of local advisory services hindered teachers PD opportunities.
- Kahui Ako model does not suit all communities.
- PLD applications over-regulated and bureaucratic.
- Teacher appraisal not always effective. Alternative models need to be considered.
- Paraprofessionals need greater support and professional pathways.

## Hubs will

- Improve teacher training models and utilise flexible alternatives such as school based training.
- Provide access to proven PLD programmes.
- Explore the clustering model of Kahui Ako to be more flexible.

# School Leadership

## Findings

- Principals spend too much time on matters not related to teaching and learning.
- No mechanisms to identify leadership potential and encourage in leadership roles.
- Principal appointment and performance management process not always robust or credible as BOTs don't always have capability to carry out tasks.
- Difficult to attract quality leaders into rural and low decile schools.
- Little opportunities for Principals to access PLD.
- Few opportunities for Principals to move into leadership positions outside and across schools.

## Recommendations

- Dedicated leadership centre to develop and train future Principals.
- Hubs will work closely with Principals.
- Hubs to identify potential leaders.
- Hubs work with BOTs to appoint Principals.
- Ensure challenging schools get Principals with proven leadership track records.
- Demands on Principal significant.
- Principal appointments can lead to poor choices or bias.
- In some cases, beginning teachers are appointed Principals of small schools (P 99 no citation).
- Some Principals and Boards use outside appraisers they are comfortable with.
- Limited PD and support for Principals.
- Need greater diversity amongst our Principals.

- Some Principals use small schools as stepping stones to larger schools where their pay is higher.
- Relationship needs to be reframed so Principals are interdependent of each other.

#### The hub will

- Set National guidelines for eligibility to become a Principal.
- Establish National Leadership Centre.
- Identify leadership potential and create a talent pool.
- Ensure schools that face challenges get highly effective leadership.
- Provide mentorship and support for Principals.
- Discuss with Principals school progress and assist with challenges.
- Allocate leadership scholarships and sabbaticals.
- Ensure effective Principals contribute to leadership support and growth across the Hub.
- Reduce the size and complexity of the Principal's role so they can concentrate on teaching and learning.
- With the reduction in competition, Principals can focus more on core business.
- Base salary on school complexity and challenges instead of school size.

## School Resourcing

#### Findings

- Current decile based funding model imprecise.
- Amount of equity funding half what it is comparable to OECD countries.
- Primary sector receives half the management staffing secondary sector receives.
- Current funding formula disadvantages small schools.

#### Recommendations

- Equity index implemented.
- Equity resourcing increased to minimum 6% of total resourcing.
- Management and staffing entitlements are reviewed.
- Best practice in equity funding shared across Hubs.

## Central Education Agencies

#### Findings

- Because schools self-governing, Government agencies lost capacity to influence schools in teaching and learning.
- Agencies not adequately funded.
- Agencies not responsive to needs of schools.
- Current method of evaluating schools is negative.
- Overlap between agencies.

#### Recommendations

- MOE reconfigured to work closely with Hubs and provide advisory services.
- Creation of new Education Evaluation Office to replace ERO
- Teachers Council include new leadership centre.
- Disestablishment of ERO and NZQA.