

HIEKE

Nelson Principals'
Association

Overview of review process and
recommendations

Reconciliation with government actions

Commentary/debate as we go

Focus on ESA, Curriculum and leadership

Review

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Diagnosis

Sliding /static performance with the least advantaged most impacted

Education system very low trust. high compliance and cost- with resulting poor outcomes

- unconnected and non collaborative

- Loose Tight decision making and resourcing

- Consistent failure/underperformance of multiple reforms/ failure to scale up

- Adding to trust issues

Diagnosis

Boards and principals overloaded and too often not capable

Teachers unsupported (W/force strategy/PLD/Curriculum/Assessment)

Central agencies educational expertise and coordination

Equity funding

The way forward

Build

Build trust and connection and collaboration- centre to local

Localize

Localize decision making (upwards and downwards) and associated resourcing

Focus on

Teaching , Learning and Leadership

Education Service Agency (hub)

Education Service Agency separate from the MoE - regional ESA offices replace MoE Regional offices

Regional powers and resourcing

Capacity and capability to support schools with differentiated support

Employ Leadership Advisers to support boards and principals

Support boards ,teachers and principals

Work with reconfigured MoE and Teaching Council

Review and support schools

Early intervention

Boards of Trustees

Leadership advisers, employed by new agency appointed to support boards and principals

More representative of their communities including students

Code of conduct

Specific priorities in the act : treaty, wellbeing

Governance training

No longer have responsibility for major property and option to outsource maintenance

Enrolment schemes

Early intervention

Leadership centre

Leadership advisers

-Eligibility criteria/guidance performance reviews, professional standards, research repository

Accreditation for PLD providers

Deliberately grow leadership

Curriculum Centre Curriculum Refresh

High level expertise

Link curriculum and assessment including
NCEA

PLD

National Monitoring

Part of reconfigured MoE

Teachers

Alternative pathways to teaching

Para –professionals

Accreditation for hosting new teachers

Standards for providers and associate teachers

National curriculum Centre

ESA has discretionary PLD resources

Kahui Ako reallocated to local ESA/ more flexible arrangements

Teacher appraisal more flexible

Schooling Provision

Autonomous governance body to support Kaupapa Maori

National and regional schooling provision strategy

School transitions: data

Full-service schools

Review of Te Kura and VLN

School /tertiary integration

Equitable access and Learning support

Complaints panels

Each ESA responsibly for regional provision

Enrolment schemes / active management of out of zone enrolments

State integrated school ballots

Implementation of national strategy in Disability and Learning support

Resourcing

Equity index (10%)

Improved staffing entitlement
primary schools (management)

Incentives for more challenging
schools

National agencies

New national ESA with local ESA would partner with schools

MoE reconfigured – leadership/ curriculum Centre / research/data

Property handed to independent agency within or outside the MoE

ERO re-purposed

NZQA linked with Curriculum Centre

Concerns:
Business as
usual , tick
the box , ad
hoc

ESA and MoE- moving the chairs

Leadership Centre/appraisal /workload

Curriculum Centre and current refresh

Leadership Advisers

NCEA/ curriculum review

Guardians Group