

## Questions & Answers

### OVERALL INITIATIVE

#### 1. Why is the initiative needed?

We want to raise achievement in our schools for five out of five young New Zealanders.

Our top students are doing as well as students anywhere in the world but there is a big gap between our top performing students and those who aren't doing so well. We must do better and raise achievement across the board.

International studies also tell us clearly that we are not keeping pace with other high performing countries and jurisdictions, particularly in subjects like maths and science.

#### 2. How much will it cost?

The Government will invest an extra \$359 million over the next four years to help raise student achievement in schools. The cost of the initiative builds up over the next four years.

It is expected to have a relatively small cost in the first year, rising to an annual cost of more than \$150 million a year once fully implemented.

This will not affect the Government's return to surplus in 2014/15.

#### 3. What are you proposing to introduce?

We are proposing to introduce four new roles within schools: Executive Principal, Expert Teacher, Lead Teacher and Change Principal.

These roles are intended to help recognise our most-effective teachers and principals. They will provide teachers with opportunities for advancement within the classroom, and expertise to be shared across schools.

#### 4. Why focus on creating new teaching and leadership roles?

In schools, the quality of teaching and leadership has the biggest influence on student achievement. These changes are designed to help the profession build quality and consistency of teaching and leadership across the system.

Internationally, the best education systems recruit and retain the best possible people to become teachers, help them to be highly effective and ensure they are able to meet the needs of every student.

#### 5. What is the purpose of the new roles?

**Executive Principal** – These will be highly-capable principals from across the country, with a proven track record, who will provide leadership across a community of schools while remaining in their own school. Each will work with around 10 schools, on average, from primary through to secondary, and support and mentor the other principals in these schools. This role will be offered on a two-year fixed-term basis and be linked to specific objectives for student achievement across the community of schools. Executive Principals will be freed up for two days a week to work with the other schools in their community. They will be paid an additional allowance of \$40,000 a year in recognition of their new responsibilities. Their own school will also receive funding to backfill their role for the two days a week they are working with the other schools in their community. It is anticipated there will be around 250 of these roles when the rollout is completed.

**Expert Teacher** – These will work with Executive Principals, and will include experts in maths and science, digital technology and literacy. They will work inside classrooms, including in other schools within their community of schools, with teachers to help lift teaching practice and improve student achievement. This role will be offered on a two-year fixed-term basis and be linked to specific objectives for student achievement. They will receive an additional allowance of \$20,000 a year in recognition of their new responsibilities. Their own school will also receive funding to backfill their role for the two days a week they are working with the other schools in their community. There are likely to be around 1,000 Expert Teachers when the initiative is fully in place.

**Lead Teacher** – These will be highly-capable school teachers, with a proven track record, who will act as a role model for teachers within their own schools and the other schools in their community of schools. Their classroom will be open for other teachers, including beginning teachers, to observe and learn from their practice. They will be paid an additional allowance of \$10,000 a year in recognition of their status and new responsibilities. It is anticipated there will be around 5,000 Lead Teachers when this initiative is fully implemented.

**Change Principal** – These will be employed to lift achievement in schools that are really struggling. Many schools that are performing poorly want to recruit an outstanding principal to turn their results around. Principals appointed to these roles will be paid an additional allowance of \$50,000 a year on top of the salary the recipient school offers. This will encourage great principals to select schools based on the size of the challenge rather than the size of the school. The roles will be fixed term (3-5 years) and will be particularly focused on lifting student achievement. It is anticipated about 20 of these roles will be needed each year.

## 6. Will these roles be permanent?

The proposed roles of Executive Principal and Expert Teacher will be offered on a two-year fixed-term basis and be linked to agreed specific objectives for student achievement. They can be extended for a further two years.

The Change Principal allowance will be available for a fixed-term of up to three years plus a possible extension of a further two years.

The role of Lead Teacher will be permanent, but will need to be assessed every three years.

## PUTTING THE INITIATIVE INTO PRACTICE

## 7. When will the changes be in place?

The focus for 2014 will be working with the education sector to design, in more detail, the nature and scope of the new roles and how best to implement them, based on what has currently been proposed. We expect the first roles to be appointed in 2015 and the model to be fully in place by 2017.

## 8. How do the roles get selected?

Roles	How is selection done?
<b>Executive Principals</b>	The Ministry of Education will set up an external selection panel, which will be made up of experienced and trained senior people who are knowledgeable about the education sector and leadership. Representatives from this panel will be responsible for appointing Executive Principals along with input from representatives of the local community of schools (e.g. two Chairs of Boards of Trustees). Executive Principals will be required to meet the Executive Principal Professional Standards, which will be developed by experts this year.
<b>Expert Teachers</b>	Executive Principals, supported by a member of the external selection panel, will appoint Expert Teachers. They will take into account input from the local community of schools. Selection includes the requirement to meet the Expert Teacher Professional Standards, which will be developed by experts this year. Each community of schools will get an allocation of expert teacher roles, informed by student numbers.

Roles	How is selection done?
<b>Lead Teachers</b>	Executive Principals, supported by a member of the external selection panel, will appoint Lead Teachers. Selection includes the requirement to meet the Lead Teacher Professional Standards, which will be developed by experts this year. Each community of schools will get an allocation of lead teacher roles, informed by student numbers.
<b>Change Principals</b>	Change Principals will be recruited and appointed as vacancies arise by the relevant school's Board of Trustees, under the guidance of a representative from the external selection panel.

All people in these roles will remain employed by their Board of Trustees.

## 9. Who will be on the external selection panel?

The Ministry of Education will identify, contract and train people to be on the external selection panel. The people on this panel will be knowledgeable of the education sector and will ensure objective and consistently high quality processes are used to select individuals for each of the four new roles.

## 10. How will you ensure principals and teachers are fulfilling their new roles?

Executive Principals and Expert Teachers will be assessed against professional standards by a small group from the external selection panel.

Lead Teachers will be assessed and certified by a panel from the local community of schools against professional standards. The panel will include a representative from the external selection panel to ensure consistency.

The professional standards for the four new roles will be developed by experts over the coming months.

## 11. How will a 'community of schools' work, particularly in relation to the Executive Principal and Expert Teacher roles?

Communities of schools will likely be small geographic groupings made up of around 10 schools, on average. They will work together to identify and develop specific achievement objectives. Each community of schools will have an Executive Principal and an allocation of Expert and Lead Teachers.

## **12. How will communities of schools be set up?**

This will be worked through with schools, but wherever possible, the intention would be to support pre-existing communities and networks where this makes sense.

## **13. Will there be more teachers as a result of the initiative?**

The flow-on from these changes is likely to see existing part-time and relief teachers working more hours and potentially some new teacher positions created as new roles are backfilled. There could also be additional opportunities for trained teachers who are not currently in the workforce. Until the details of how the new roles will work are finalised, numbers will not be known.

## **14. How is this different from performance pay?**

This is not performance pay. The new roles do provide an opportunity for additional status and recognition to some of our best teachers and principals with a proven track record of quality teaching and leading, but unlike performance pay, there are no annual remuneration 'bonuses' for meeting performance outcomes.

## **15. Which schools will this initiative apply to?**

It will be available to all state and state integrated schools, but will not apply to private schools or partnership schools.

## **16. What subjects will Expert Teachers specialise in?**

Expert Teachers will have a significant emphasis on raising achievement in those areas where the challenge is greatest, particularly maths, science, technology and literacy.

## **EDUCATION OUTCOMES**

## **17. What difference do you expect this to make?**

We expect this initiative to raise the achievement of young New Zealanders in schools. In five years we can expect to have high-quality teaching clearly visible and teachers collaborating to improve practice as the norm.

International research and evidence clearly links high quality teaching with high performance. We can reasonably expect measurable achievement gains year on year.

It is intended that Executive Principals and Expert Teachers will have agreed objectives to achieve to lift achievement across their community of schools, which will be reported on a six-monthly basis.

## **18. When will more detail about the initiative be finalised?**

We expect the education sector working group will need some time to work through the detail and advise Ministers and the Ministry. However, the intention is to begin introducing these new roles from 2015 and we expect all roles will be filled by 2017.

## **GENERAL**

## **19. What is the Teacher-led Innovation Fund and what is it intended to do?**

The Teacher-led Innovation Fund will enable teachers to develop innovative and effective practice. The Government will invest \$10 million in this fund.

The fund will enable team-based, teacher-led research and development at a practical level, working within schools or across groups of schools.