

# Appendix 2

## Reconciliation of the Government position and the Tomorrow's Schools Taskforce's recommendations and actions

### Response categories

<b>Progress further</b>	Either endorse or agree with the intent of the Taskforce proposal as it reaffirms existing practice, is already being progressed within an existing work programme, or there is scope to include in a work programme that is currently underway. Legislative changes will be progressed as appropriate in the Education and Training Bill (due to be introduced in November 2019).
<b>Further analysis required</b>	Agree with the underlying intent of the proposal and/or problem identified by the Taskforce, and ask officials to progress the proposal further alongside alternative options, and to provide further advice.
<b>Do not progress</b>	Do not progress on the basis that these proposals that recommend significant structural change or would remove decision rights on significant system matters from the Minister of Education or the action point reflects the status quo (and so no change is required).

### Priorities

Note that the progression timeframe indicated below refers to the commencement (or continuation) of the policy work and further decisions, not necessarily the implementation timeframe. For most proposals, implementation would be subject to further analysis, legislative change (as required) and securing adequate resources, which will be contingent on Budget decisions.

<b>Priority A</b>	Progress within the next 18 – 24 months
<b>Priority B</b>	Progress within the next 2 – 4 years
<b>Priority C</b>	Progress within 4+ years
<b>Priority D</b>	Do not progress

### Work streams

The work streams associated with the Tomorrow's Schools reforms are grouped under the five Government priority areas.

<b>Learners at the Centre</b>	Learners/ākonga, with their whānau, are at the centre of education
<b>Barrier-free access</b>	Great education opportunities and outcomes are within reach for every learner/ākonga
<b>Quality teaching and leadership</b>	Quality teaching and leadership makes the difference for learners/ākonga and their whānau
<b>Future of learning and work</b>	Learning that is relevant to the lives of New Zealanders today and throughout their lives
<b>World class inclusive public education</b>	New Zealand education is trusted and sustainable

## Recommendation One – Supporting Boards of Trustees

Taskforce Recommendation	Response
<p>That Boards of Trustees:</p> <ul style="list-style-type: none"> <li>» Are provided with more professional support and oversight, through the appointment of a Leadership Advisor to the board, mandated training, a national code of conduct, and timely interventions to address any problems;</li> <li>» Are more representative of their communities, and work more collaboratively across the network of schools/kura, so that they can better spread good practice; and</li> <li>» No longer have major responsibility for capital property projects or enrolment scheme development and consultation.</li> </ul>	<p>The Government agrees with the intent of the recommendation. We should provide boards with more support and encourage them to be more representative of the community they serve. Further work is required to ensure the response is workable, builds trust and does not impose unreasonable compliance costs.</p> <p>Central government should take a much more active role in the management of school property and the operation of school enrolment schemes.</p>

Taskforce action points	Response	Priority	Work stream
<p><b>1a.</b> All areas of school/kura governance decision making are explicitly reviewed annually by boards to ensure adherence to Te Tiriti o Waitangi and the rights of the child.</p>	Progress further	<b>Priority A:</b> Progress within the next 18-24 months	Learners at the centre
<p><b>1b.</b> Boards of Trustees give greater priority to:</p> <ul style="list-style-type: none"> <li>» Working with the school/kura community and mana whenua to set the strategic direction and plans for the school/kura</li> <li>» Monitoring and evaluating learner/ākonga belonging, wellbeing and success; and</li> <li>» Working with other schools/kura, iwi and government agencies for the mutual benefit of the learners/ākonga, whānau and schools/kura.</li> </ul>	Progress further	<b>Priority A:</b> Progress within the next 18-24 months	Learners at the centre
<p><b>1c.</b> A new role of Leadership Advisor is established to work with boards and principals/tumuaki to maximize their success.</p>	Progress further	<b>Priority A:</b> Progress within the next 18-24 months	Quality Teaching and Leadership
<p><b>1d.</b> All board members are required to undertake governance training with specific training for board chairs.</p>	Progress further	<b>Priority A:</b> Progress within the next 18-24 months	Quality Teaching and Leadership
<p><b>1e.</b> All boards ensure representation from mana whenua either by election or appointment.</p>	Further analysis required	<b>Priority A:</b> Progress within the next 18-24 months	Quality Teaching and Leadership

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## Recommendation One (Cont.) – Supporting Boards of Trustees

Taskforce action points	Response	Priority	Work stream
<b>1f.</b> The Children’s Commissioner reviews and updates the requirements for learners/ākonga participation in school/kura governance, taking into account the United Nations Convention on the Rights of the Child (Article 12).	Progress further	<b>Priority A:</b> Progress within the next 18-24 months	Learners at the Centre
<b>1g.</b> Responsibility for five year property agreement (5YA) and major capital works is removed from boards of state schools/kura with an option for some schools/kura to retain responsibility based on national criteria.	Progress further	<b>Priority A:</b> Progress within the next 18-24 months	World class inclusive public education
<b>1g. (continued)</b> Property matters for state integrated schools/kura remain the responsibility of their proprietors.	Do not progress	<b>Priority D:</b> Do not progress	World class inclusive public education
<b>1h.</b> Property maintenance, financial and procurement services are made available to boards that wish to use them by the Education Support Learning Network (ESLN) office.	Progress further	<b>Priority A:</b> Progress within the next 18-24 months	World class inclusive public education
<b>1i.</b> Developing and consulting about enrolment schemes is carried out by the local Education Support Learning Network (ESLN) rather than the board so that the best interests of all learners/ākonga and their whānau are taken into account.	Progress further	<b>Priority A:</b> Progress within the next 18-24 months	Barrier-Free Access
<b>1j.</b> A national code of conduct for Boards of Trustees is established.	Progress further	<b>Priority A:</b> Progress within the next 18-24 months	Quality Teaching and Leadership
<b>1k.</b> To address governance and leadership problems that adversely affect school/kura, the powers and type of timely and responsive intervention are expanded and administered by the Education Support Learning Network office.	Progress further	<b>Priority A:</b> Progress within the next 18-24 months	Quality Teaching and Leadership

## Recommendation Two – Supporting School Leadership

Taskforce Recommendation	Response		
<p>That, to assure the quality, diversity and professional expertise of school/kura leadership:</p> <ul style="list-style-type: none"> <li>» A national Leadership Centre is established within the Teaching Council of Aotearoa New Zealand;</li> <li>» The Leadership Centre develops national eligibility criteria and guidelines for principal/tumuaki appointment and performance review;</li> <li>» The new role of Leadership Advisor in the Education Support Learning Network (ESLN) has responsibility to work with each principal/tumuaki and their Board of Trustees in and across schools/kura; and</li> <li>» Incentives to lead schools/kura in complex contexts are broadened.</li> </ul>	<p>The Government agrees with the intention of strengthening school leadership and will progress work towards this through the Quality Teaching and Leadership priorities.</p>		
Taskforce action points	Response	Priority	Work stream
<p><b>2a.</b> A Leadership Centre is established within the Teaching Council of Aotearoa New Zealand.</p>	Progress further	<b>Priority A:</b> Progress within the next 12-18 months	Quality Teaching and Leadership
<p><b>2b.</b> The Leadership Centre sets national eligibility criteria for principal/tumuaki appointment and guidelines for performance review. It should also provide a single set of professional standards for principals/tumuaki, to be used for their performance review.</p>	Progress further	<b>Priority A:</b> Progress within the next 12-18 months	Quality Teaching and Leadership
<p><b>2c.</b> Leadership Advisors employed by the ESLN will work collaboratively with each principal/tumuaki in their school/kura.</p> <p>Leadership Advisors will also facilitate the collective contribution of principals/tumuaki to successful learning across the ESLN.</p>	Progress further	<b>Priority A:</b> Progress within the next 12-18 months	Quality Teaching and Leadership
<p><b>2d.</b> Incentives to attract highly capable principals/tumuaki to work in schools/kura with more complex challenges are broadened.</p>	Further analysis required	<b>Priority B:</b> Progress within the next 2-4 years	Quality Teaching and Leadership

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## Recommendation Three – Supporting Teachers/Kaiako

Taskforce Recommendation	Response
<p>That, to assure the quality, diversity and professional expertise of teachers/kaiako, paraprofessionals and specialist professionals, we have:</p> <ul style="list-style-type: none"> <li>» A comprehensive education workforce strategy is implemented, monitored and reviewed;</li> <li>» Improved pathways from initial training to full certification;</li> <li>» Paraprofessional career pathways; and</li> <li>» A national Curriculum Centre, located within the Ministry of Education, that works with the Education Support Agency to ensure teachers have high quality advice and resources.</li> </ul>	<p>The Government agrees with the intent of this recommendation of supporting and developing the schooling system workforce.</p>

Taskforce action points	Response	Priority	Work stream
<p><b>3a.</b> A comprehensive workforce strategy is implemented, monitored, reviewed and publicly reported annually, with priority given to ensuring that the diversity of the learner/ākonga population is reflected in the workforce.</p>	Progress further	<b>Priority A:</b> Progress within the next 18-24 months	Quality Teaching and Leadership
<p><b>3b.</b> National eligibility criteria for schools/kura that wish to host student teachers/kaiako and/or employ beginning teachers/kaiako are developed collaboratively by the Ministry of Education, Teaching Council, Initial Teacher Education providers and professional association peak bodies.</p>	Further analysis required	<b>Priority C:</b> Progress within 4+ years	Quality Teaching and Leadership
<p><b>3c.</b> The eligibility criteria includes professional standards for the roles of tertiary teacher educator, and in-school Associate Teacher and Mentor Teacher, and are developed collaboratively.</p>	Further analysis required	<b>Priority C:</b> Progress within 4+ years	Quality Teaching and Leadership
<p><b>3d.</b> Additional resources are provided in the system to significantly improve the pathway from Initial Teacher Education to fully certified teacher/kaiako, recognising the costs to a school/kura of supporting learners/ākonga and beginning teachers/kaiako.</p>	Further analysis required	<b>Priority C:</b> Progress within 4+ years	Quality Teaching and Leadership
<p><b>3e.</b> The Education Support Agency, working with local directors, approves schools/kura that meet the national eligibility criteria, in order to employ and access the additional resources to support and mentor beginning teachers/kaiako.</p>	Further analysis required	<b>Priority C:</b> Progress within 4+ years	Quality Teaching and Leadership

Taskforce action points	Response	Priority	Work stream
<b>3f.</b> The education workforce strategy should identify and support career and employment pathways, occupational or cultural standards and associated professional development for teacher aides and cultural experts who undertake roles which support learners/ākonga and their whānau and maximise the teacher's pedagogical role.	Progress further	<b>Priority A:</b> Progress within the next 18-24 months	Quality Teaching and Leadership
<b>3g.</b> A nationally based Curriculum Centre is established and located within the Ministry of Education to enable effective delivery of the New Zealand Curriculum and Te Marautanga o Aotearoa for all learners/ākonga.	Progress further	<b>Priority A:</b> Progress within the next 18-24 months	Future of learning and work
<b>3h.</b> The Curriculum Centre, works collaboratively with the Education Support Agency to grow and sustain local expertise.	Progress further	<b>Priority A:</b> Progress within the next 18-24 months	Future of learning and work
<b>3i.</b> The Education Support Agency has discretionary professional support, advisory and specialist professional services funding to respond coherently to locally identified needs and support collaboration and sharing of best practice.	Progress further	<b>Priority A:</b> Progress within the next 18-24 months	Quality Teaching and Leadership
<b>3j.</b> Funding for Kāhui Ako is reallocated to the local Education Support Learning Networks.	Do not progress	<b>Priority D:</b> Do not progress	Not applicable
<b>3k.</b> Requirements for the Kāhui Ako model to provide more flexibility in clustering arrangements and achievement challenges, and in the use of staffing and funding resources.	Progress further	<b>Priority A:</b> Progress within the next 18-24 months	World class inclusive public education
<b>3l.</b> The Teaching Council of Aotearoa New Zealand develops more flexible guidelines for teacher/kaiako appraisal, including team and peer appraisal.	Progress further	<b>Priority A:</b> Progress within the next 18-24 months	Quality Teaching and Leadership

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## Recommendation Four – Strengthening School Provision

Taskforce Recommendation	Response
<p>That the schooling provision strategy needs to:</p> <ul style="list-style-type: none"> <li>» Facilitate a parallel Kaupapa Māori pathway;</li> <li>» Be Te Tiriti o Waitangi led and inclusive of iwi;</li> <li>» Develop more effective transitions as learners/ākonga move through the schooling system;</li> <li>» Expand full service sites to provide additional services to communities with high levels of disadvantage; and</li> <li>» Make better use of digital and specialist learning expertise.</li> </ul>	The Government agrees with the intent of this recommendation and intend to direct further work on all proposals.

Taskforce action points	Response	Priority	Work stream
<b>4a.</b> An autonomous governance body is formed to support Kaupapa Māori, which includes the educational organisations currently recognised as Kaupapa Māori: Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa and Ngā Kura ā Iwi o Aotearoa, and respects their differences.	Progress further	<b>Priority A:</b> Progress within the next 18-24 months	Future of learning and work
<b>4b.</b> A national strategy for future-focused state schooling provision is developed that is Te Tiriti o Waitangi-led and regularly reviewed and refreshed by the Ministry of Education and iwi.	Progress further	<b>Priority A:</b> Progress within the next 18-24 months	World class inclusive public education
<b>4c.</b> The Ministry enables more effective transitions by providing a secure and trustworthy information sharing platform from early learning/Kōhanga Reo through schooling to tertiary.	Progress further	<b>Priority A:</b> Progress within the next 18-24 months	Barrier-Free Access
<b>4d.</b> National guidelines are developed for schools/kura to become full-service sites that offer extensive wraparound services in socio-economically disadvantaged communities.	Further analysis required	<b>Priority B:</b> Progress within the next 2 - 4 years	Barrier-Free Access
<b>4e.</b> A review of the roles of Te Aho o Te Kura Pounamu (Te Kura) and the Virtual Learning Network (VLN), and the national and local special schools/kura, is undertaken with the aim of developing a more cohesive national approach to flexible learning and specialist provision.	Progress further	<b>Priority B:</b> Progress within the next 2 - 4 years	Future of learning and work
<b>4f.</b> The Ministry of Education investigates the most effective ways to fund successful joint secondary school-tertiary learning, and make the changes necessary to encourage greater uptake.		<b>Priority A:</b> Progress within the next 18-24 months	Barrier-Free Access

## Recommendation Five – More Equitable Access to Schooling

Taskforce Recommendation	Response		
<p>That equitable access to schooling for all learners/ākonga needs to be assured through:</p> <ul style="list-style-type: none"> <li>» The establishment of independent parental and learner/ākonga advocacy and complaints resolution panels;</li> <li>» Developing fairer enrolment processes;</li> <li>» Prioritising te reo Māori;</li> <li>» Prioritising Pacific language pathways; and</li> <li>» Better local provision planning.</li> </ul>	<p>The Government agrees with the intent of the overarching recommendation (i.e. to support more equitable access to schooling). With three exceptions, all proposals within this theme will be progressed further.</p>		
Taskforce action points	Response	Priority	Work stream
<p><b>5a.</b> Independent community-based panels are established locally, by the ESLN, to resolve any learner/ākonga or parent or whānau issues that have not been able to be resolved at the school/kura level.</p>	Progress further	<b>Priority A:</b> Progress within the next 18-24 months	Learners at the Centre
<p><b>5b.</b> The Ministry of Education's workforce strategy and PLD funding prioritize a step-change plan to progress the capability and confidence of teachers/kaiako and paraprofessionals working with learners/ākonga to use te reo Māori in their work.</p>	Progress further	<b>Priority A:</b> Progress within the next 18-24 months	Future of learning and work
<p><b>5c.</b> Each ESLN has responsibility for planning local schooling provision in the context of the national strategy, in particular to ensure high quality and reasonably convenient access for all to:</p> <ul style="list-style-type: none"> <li>» Māori medium pathways.</li> </ul> <p>And also to:</p> <ul style="list-style-type: none"> <li>» Pacific medium pathways where there is both population and demand, and</li> <li>» Pathways for those with additional learning and behaviour needs.</li> </ul>	Further analysis required	<b>Priority A:</b> Progress within the next 18-24 months	World class inclusive public education
<p><b>5d.</b> The ESLN reviews existing enrolment schemes and approves new ones where required, to ensure they are fair and reasonable, and meet the goals of the local network plan.</p>	Progress further	<b>Priority A:</b> Progress within the next 18-24 months	Barrier-Free Access
<p><b>5e.</b> To assure the viability and quality of all schools/kura in a network, the ESLN monitors and actively manages out of zone enrolments.</p>	Progress further	<b>Priority A:</b> Progress within the next 18-24 months	Barrier-Free Access
<p><b>5f.</b> The ESLN makes decisions on school/kura closures, where an individual school/kura has continual difficulty providing quality learning.</p>	Do not progress	<b>Priority D:</b> Do not progress	Not applicable
<p><b>5g.</b> Where there is more demand than places, all state-funded schools/kura, whether state or state-integrated, will use the same balloting criteria and processes described in the Education Act 1989.</p>	Further analysis required	<b>Priority A:</b> Progress within the next 12 - 18 months	Barrier-Free Access

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## Recommendation Six – Disability and Learning Support

Taskforce Recommendation	Response		
That implementation of the national strategy and policy in Disability and Learning Support must ensure effective collaboration and coordination with the ESLN to improve and spread local knowledge, expertise, and accessibility.	The Government agrees with the intent of the recommendations and notes that work is already underway through the Government's recently released Learning Support Action Plan 2019-2025.		

  

Taskforce action points	Response	Priority	Work stream
<b>6a.</b> The Ministry of Education works across the system to lead national strategy and policy in Disability and Learning Support.	Progress further	<b>Priority A:</b> Progress within the next 18-24 months	Barrier-Free Access
<b>6b.</b> The ESLNs are provided with the resources and key expertise to implement the national strategy and policy in Disability and Learning Support, thus providing better accessibility to schools/kura, learners/ākonga, and whānau.	Progress further	<b>Priority A:</b> Progress within the next 18-24 months	Barrier-Free Access

## Recommendation Seven – Improving Resourcing

Taskforce Recommendation	Response		
<p>That:</p> <ul style="list-style-type: none"> <li>» Equity funding for the schooling sector is more equitably calculated, precisely distributed, and substantially increased;</li> <li>» Additional staffing is provided for primary leadership and guidance counselling; and</li> <li>» Incentives are broadened for effective teachers/kaiako and leaders to work in complex contexts.</li> </ul>	<p>The Government agrees with the intent of the overarching recommendation and notes that Cabinet has recently agreed in principle to progress work on transitioning to the Equity Index.</p>		
Taskforce action points	Response	Priority	Work stream
<p><b>7a.</b> The new Equity Index is implemented as soon as possible and equity funding is increased to a minimum of 10% of total school resourcing (operational and staffing) in relation to the level and concentration of disadvantage of the learners/ākonga enrolled in a school/kura.</p>	Progress further	<b>Priority A:</b> Progress within the next 18-24 months	Barrier-Free Access
<p><b>7b.</b> Improved staffing entitlements are provided for primary school/kura management, as well as guidance counselling staffing entitlements.</p>	Progress further	<b>Priority C:</b> Progress within 4+ years	World class inclusive public education
<p><b>7c.</b> Incentives are broadened to attract and retain effective leaders and teachers/kaiako in schools/kura in more complex contexts (Same as Action Point 2d).</p>	Further analysis required	<b>Priority B:</b> Progress within the next 2-4 years	Quality Teaching and Leadership

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## Recommendation Eight – Strengthened National Education Agencies

Taskforce Recommendation	Response
<p>That:</p> <ul style="list-style-type: none"> <li>» Significantly increased decision making and budget discretion to support schools/kura be devolved through the establishment of Education Support Learning Networks (ESLNs) as part of a new Education Support Agency;</li> <li>» The Ministry of Education significantly increase its focus on curriculum learning assessment and pedagogy through the establishment of a high level specialist Curriculum Centre. This will include stronger oversight of NCEA and NZQA quality assurance processes;</li> <li>» The school property portfolio is moved to a separate entity either within or outside of the Ministry;</li> <li>» A Leadership Centre be located in the Teaching Council of Aotearoa New Zealand; and</li> <li>» A new repurposed ERO focuses on systems review, evaluation of the performance of education agencies and no longer undertake individual school/kura reviews.</li> </ul>	<p>The Government agrees with the need to significantly strengthen and provide more distributed support functions. This will be achieved within current organisations, rather than through the creation of new agencies.</p>

Taskforce action points	Response	Priority	Work stream
<b>8a.</b> All national education agencies share responsibility for upholding Te Tiriti o Waitangi and the rights of the child, and performance is reviewed as part of their annual report.	Progress further	<b>Priority A:</b> Progress within the next 18-24 months	Learners at the Centre
<b>8b.</b> An Education Support Agency (with Education Support Learning Network offices) is established to partner locally with schools/kura and strengthen ongoing improvement in schooling.	Further analysis required	<b>Priority A:</b> Progress within the next 18-24 months	World class inclusive public education
<b>8c.</b> The Ministry of Education is reconfigured to prioritise its system leadership role through well-founded policies, strategies, curriculum expertise, and provision of resources, data analysis, and research for continual system improvement.	Further analysis required	<b>Priority A:</b> Progress within the next 18-24 months	World class inclusive public education
<b>8d.</b> School/kura property services are undertaken by a self-managing entity within or separate from the Ministry of Education.	Progress further	<b>Priority A:</b> Progress within the next 18-24 months	World class inclusive public education
<b>8e.</b> ERO is repurposed and renamed the Education Evaluation Office (EEO) to provide national level evaluation and report on education system progress to support ongoing improvement.	Do not progress	<b>Priority D:</b> Do not progress	Not applicable

Taskforce action points	Response	Priority	Work stream
<b>8f.</b> A national Leadership Centre is established and located in the Teaching Council of Aotearoa New Zealand.	Progress further	<b>Priority A:</b> Progress within the next 18-24 months	Quality Teaching and Learning
<b>8g.</b> NZQA works with Curriculum Centre oversight to ensure strong alignment of NCEA assessment and the intentions of the New Zealand curriculum.	Progress further	<b>Priority A:</b> Progress within the next 18-24 months	Future of learning and work