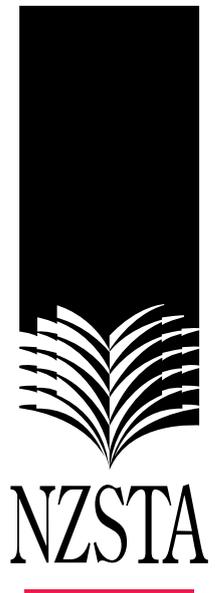


New Zealand School Trustees Association
Te Whakaroputanga Kaitiaki Kura O Aotearoa



THE PATHWAY TO A COMMUNITY OF LEARNING



What is Investing in Educational Success (IES)?

IES is a Government initiative to help raise the learning and achievement of all our children and young people, particularly students at most risk of underachieving. It focuses on tools and resources that will help to build teaching capability.

Under IES, a Community of Learning (a Community) is formed, works together on identifying common achievement challenges and shares expertise for addressing them. Where possible a Community will be made up of eight to twelve schools of different

types usually in a geographic area, reflecting students' journey through the education system. This may include Early Childhood and Tertiary.

Other parts of IES include the Teacher-led Innovation Fund to enable the development and sharing of innovative teaching practice and the Principal Recruitment Allowance which supports boards whose schools are eligible to recruit a principal. These funds are available for any eligible school or group of teachers and are not limited to those involved in a Community.

INVESTING IN EDUCATIONAL SUCCESS (IES)

Key information for boards

How is it resourced?

Between 2015 and 2018, the Government is investing \$359 million dollars into this initiative, with a further \$155 million a year after that. Almost half the investment will be spent on giving teachers and principals more time to work together on professional matters. Within a Community, funding will be used to help the sharing of expertise, primarily through:

[1]

The creation of three new roles for:

Leadership

One per Community

Teacher-across-Community &
Teacher-within-schools.

The Community entitlement is dependent on number of students across and within all schools

[2]

Inquiry time that assists teachers to work collaboratively with colleagues.

[3]

Funding to boards to assist the process.

Is it right for our school?

Participation in a Community is voluntary and something each board should consider. NZSTA's Pathway to being part of a Community of Learning is designed to help boards reach an informed decision.

Where can we find out more?

The latest details and background information and are available at Investing in Educational Success www.nzsta.org.nz/leadership/investing-in-educational-success-ies

Guidelines for schools and kura have been developed by the Ministry of Education, in consultation with sector partners. www.nzsta.org.nz

[CONTACT]

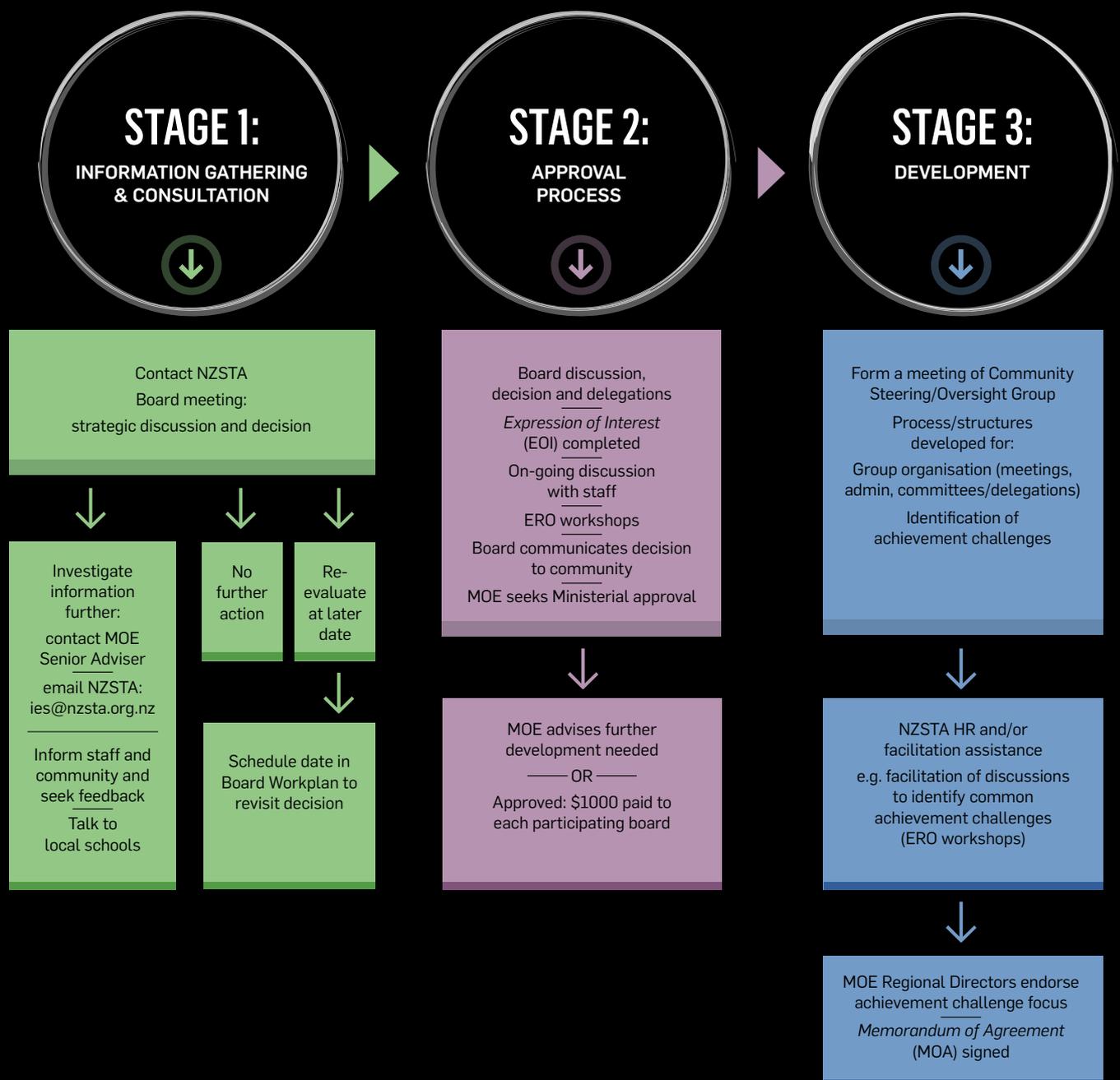
Boards can also contact:

Their school's Senior Adviser in
their local MOE office

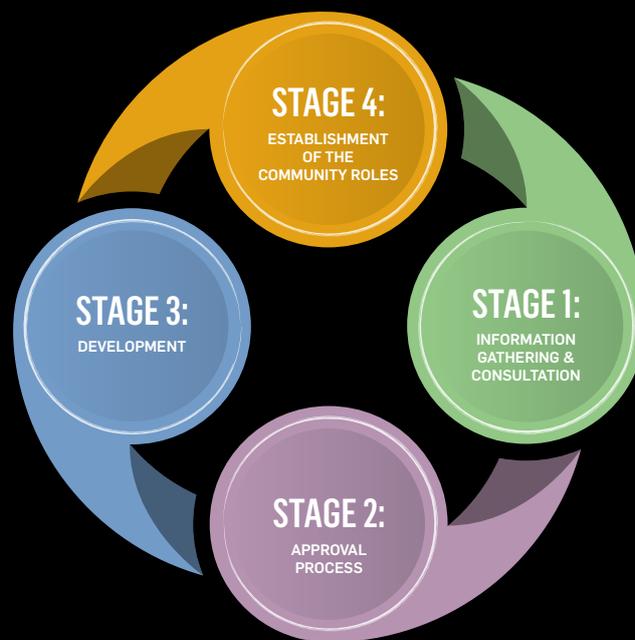
[OR]

NZSTA by emailing
ies@nzsta.org.nz

NZSTA ADVICE TO BOARDS OF TRUSTEES



STEPS IN THE PROCESS



Independent panel member identified and involved in aligning local with national criteria for appointment:
 Appointment of the Community leadership role
 Appointment of across the Community roles





STAGE 1

INFORMATION GATHERING & CONSULTATION

The outcome of this stage of the process is a decision:

- a] to investigate further
- b] not to investigate further but to revisit the matter at a later date
- c] not to investigate further

Prompts and actions	Who might do this?	When will it happen?	Key questions
1.1 Board requests information regarding IES	Chair contacts NZSTA		What does this mean for us? Where can we find out more? What do we need to do next?
1.2 Board meeting: discussion and decision regarding whether to investigate further e.g. It is agreed the board will: <ul style="list-style-type: none"> – seek more information from MOE, NZSTA and other agencies where appropriate e.g. ERO – consult with staff and community 	Chair puts on Agenda under strategic discussions Board resolution is minuted		What other information do we need to be aware of? How might being part of a Community benefit our students, staff and board? Are there other local boards interested?
1.3 Initiate consultation with staff	Board delegates responsibility		This is what IES is about; this is what the board is considering; have you got any feedback?
1.4 Keep community informed and seek their feedback	Board delegates responsibility		This is what IES is about; this is what the board is considering; have you got any feedback?
1.5 Talk to local schools and Early Childhood and Tertiary providers to gauge interest in forming a Community	Board delegates responsibility		Which schools <ul style="list-style-type: none"> – are part of the educational pathway (transition points) for our students? – do we already have a cluster relationship with? – are possibilities for us to work with?
1.6 Information and feedback is reported to the board and a decision is made whether to complete an Expression of Interest (EOI)	Full board involved in decision making Expression of Interest signed by chair and principal		What is in the best interests of our students, staff and community? Have we considered enough information to investigate further?



STAGE 2

The outcome of this stage of process is:

- a] Ministerial approval is given
- b] an administration grant is received

APPROVAL PROCESS

Prompts and actions	Who might do this?	When will it happen?	Key questions
<p>2.1 MOE contacts boards in the proposed Community, shares information specific to the proposed Community and indicates whether it meets the criteria for formation</p>	MOE		<p>Does the proposed Community:</p> <ul style="list-style-type: none"> – reflect the educational pathway by strengthening transitions for students? – have a focus on student learning? – involve a viable number of schools? – have geographical proximity OR build a strong case despite not fitting this criteria?
<p>2.2 Board continues to inform staff and Community on progress</p>	Board delegates responsibility		
<p>2.3 MOE advises boards in proposed Community:</p> <ul style="list-style-type: none"> – <i>that a recommendation to form has been forwarded to the Minister</i> – <i>when approval has been given by the Minister for the Community to be formed</i> 	MOE		
<p>2.4 Board decides who will represent it in the Community and passes a resolution accordingly, e.g. Alice Adams, elected trustee, and Bob Brown, principal, will represent the board on the Community Steering Group/Oversight Group</p>	Board		<p>Who is best suited to represent the board, e.g. chair and principal?</p> <p>Does the delegate(s) have authority for full decision making on the board's behalf OR must she/he/they bring recommendations to the board before they can be approved?</p>
<p>2.5 Board communicates decision to proceed to next step to staff and Community</p>	Board delegates responsibility		<p>What opportunities will involvement in a Community mean for staff?</p> <p>What are the considerations?</p> <p>How and when will parents, families, whānau and iwi be involved in steps in the process?</p>



STAGE 3

DEVELOPMENT

The outcome of this stage of the process:

- a] an organisational structure and processes for working together are established
- b] shared achievement challenge(s) identified
- c] Memorandum of Agreement signed by all participating boards

Prompts and actions	Who might do this?	When will it happen?	Key questions
<p>3.1 Meeting of Community Steering/Oversight Group to determine how the Community will operate</p> <p>Further information on developing and establishing a Community can be found in the <i>Tips and Starters</i> document*</p>	Steering/Oversight Group		<p>What systems and processes are needed to build collaboration?</p> <p>How frequently will this group meet?</p> <p>What working groups/committees will we establish?</p> <p>Who will be a member of these groups?</p> <p>Who will chair meetings?</p> <p>Who is authorised to speak on behalf of the group?</p>
<p>3.2 Identify shared achievement challenge(s) and create a plan to address them</p> <p>NZSTA can support a Community through this process</p>	Steering /Oversight Group members in consultation with each school's board and staff		<p>What are the common challenges and concerns about student progress and achievement identified in each school's charter?</p> <p>What are the possible reasons for these?</p> <p>What are the implications for learning, teaching and leadership?</p> <p>What support will be needed and what resources are available for the process?</p> <p>How will the achievement challenge(s) be reflected in each school's charter?</p>
<p>3.3 Plan how to engage parents, whānau, aiga, iwi, ECE, tertiary and the wider community</p>	Steering /Oversight Group recommends a communication strategy		<p>How will the Community engage communities in planning to meet achievement challenge(s)?</p>
<p>3.4 Confirmation from each participating board for approval of shared achievement challenge</p>	Boards of schools participating in the Community		<p>How will each school's charter reflect shared achievement challenge(s):</p> <ul style="list-style-type: none"> a] in the current year? b] from next year?
<p>3.5 <i>Memorandum of Agreement</i> (MOA) is developed</p>	Steering/Oversight Group members		<p>See: the Ministry's Guide to Writing a Memorandum of Agreement</p>
<p>3.6 MOA signed</p>	Chair of each participating board		

* For more detailed information on developing and establishing a Community, see: www.nzsta.org.nz/leadership/investing-in-educational-success-ies and MOE's guide *Tips and Starters: Working Together*.



STAGE 4

The outcome of this stage of the process:

- a] key appointments made to Community roles
- b] methods of monitoring and reviewing progress are developed

ESTABLISHMENT

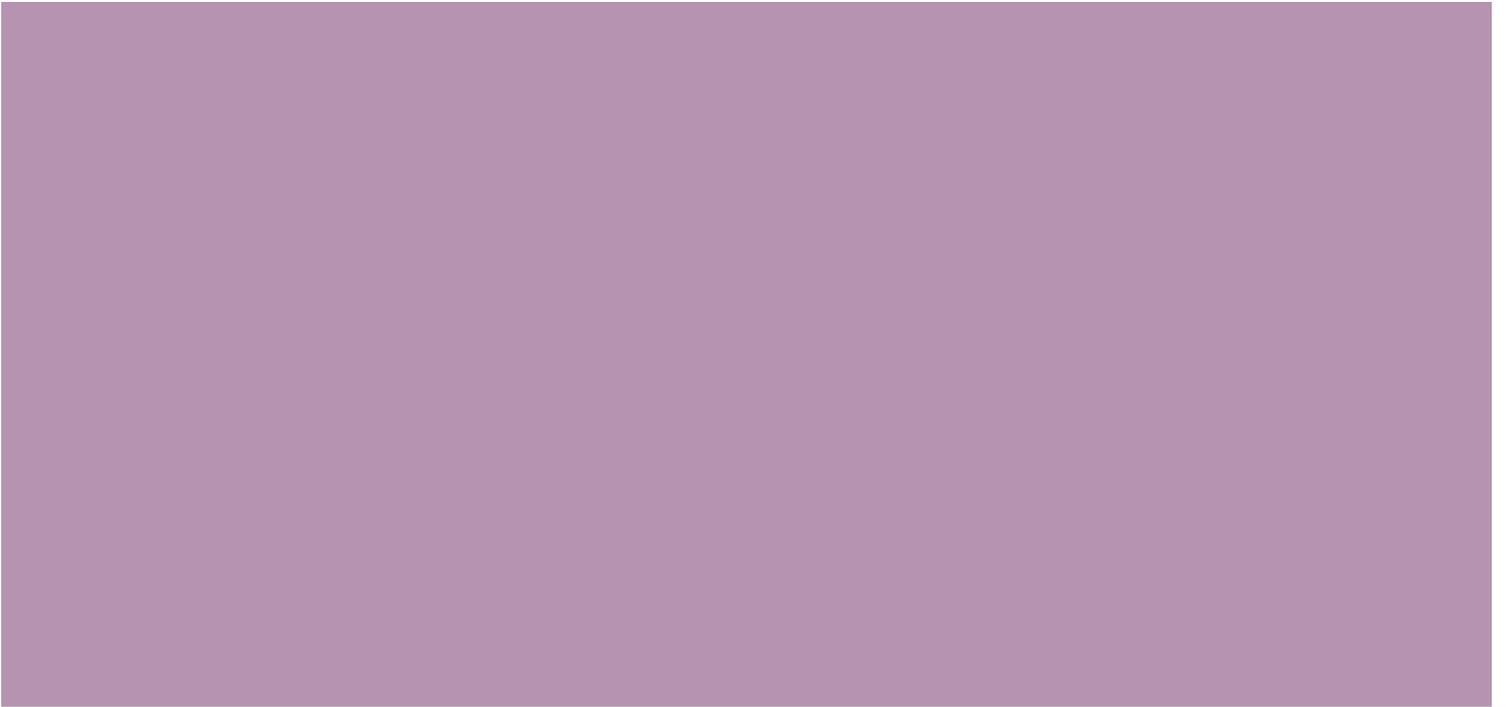
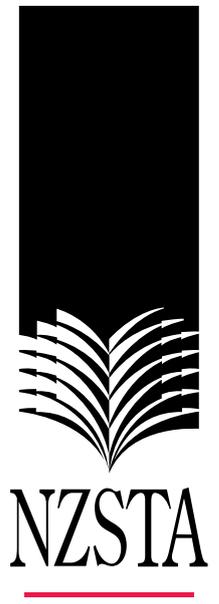
Prompts and actions	Who might do this?	When will it happen?	Key questions
4.1 Resource allocation becomes available to the Community	MOE		
4.2 Boards and Steering/Oversight Group briefed by NZSTA HR Advisers on the process of selecting and appointing for the Community roles and the involvement of the independent panel member(s)			How do we select and appoint for the Community roles? What are the national criteria for appointment and what specific requirements do we have as a Community?
4.3 Independent panel member(s) identified and involved in aligning local with national criteria for appointment to the Community roles	Steering/Oversight Group OR a delegated Working Party/Committee		Is the proposed whānau panel member appropriate for our Community? How will the independent panel member provide guidance and support to the selection panel? What authority does the independent panel member have?
4.4 Selection of a Community leadership role	Committee of the Steering/Oversight Group plus independent panel member(s)		What key skills, strengths and qualities will be needed to meet our achievement challenge(s)?
4.5 Selection of across a Community teacher role(s)	Delegated Committee of the Steering/Oversight Group plus independent panel member		What key skills, strengths and qualities will be needed to meet our achievement challenge(s)?
4.6 Selection of a Community teacher within school role(s)	Employing board of trustees delegates		What key skills, strengths and qualities will be needed to meet our achievement challenge(s)?
4.7 Develop robust reporting on progress	Steering/Oversight Group Working Party/Committees All participating boards (internal monitoring and review and community reporting)		What progress are we making and what is the evidence for this? What do we know about what's working and what's not? What are our next steps?

These steps are indicative. When a Community reaches this stage detailed information and support can be provided.

See: www.nzsta.org.nz/leadership/investing-in-educational-success-ies and MOE's guide *Role Selection and Appointment Information*.

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NZSTA

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