

FOLLOW UP TO WORKING PARTY REPORT

WORKING PARTY REPORT – OVERARCHING PRINCIPLES

1. Children are at the centre of a smooth and seamless whole of educational pathway from earliest learning to tertiary options.
2. Parents who are informed and engaged are involved in their children’s education and part of a community with high expectations for and of those children.
3. Teachers and education leaders, supported by their own professional learning and growth, and those of their colleagues will systematically collaborate to improve educational achievement outcomes for their students.
4. Teachers and education leaders will be able to report measurable gain in the specific learning and achievement challenges of their students.
5. Teachers and leaders will grow the capability and status of the profession within clearly defined career pathways for development and advancement.

KEY LEARNINGS FROM THE WORKING GROUP WERE:

1. Self-identified Communities of Learning should form around clear learner pathways from early childhood to secondary education and may, over time, extend to include tertiary learning.
2. Each Community of Learning’s purpose is to enhance student achievement for educational success as set out in the Vision of the National Curriculum documents; and the Community of Learning should define its own achievement challenges, learning needs and areas of focus that enable it to support that purpose.
3. Each Community of Learning will be able to use data, evidence and research to target their efforts and resources and demonstrate impact on the learning growth of its students.
4. Each Community of Learning should determine its own leadership and teaching, collaboration and support functions that align with its achievement challenges, making the best use of its own and new resourcing. Some leadership and teaching roles and their functions will be required for all Communities of Learning; other functions may be particular to the Community.
5. Any appointment to a leadership role with the required functions will be made by the Community of Learning in conjunction with an external professional adviser.
6. Successful collaboration changes and evolves, and Communities of Learning must have sufficient flexibility to enable this rather than limit it.
7. In recognising these factors, each Community of Learning will access its own and new resources to support the attainment of its goals.

9. A Community of Learning's success will be dependent on 'whole of Community of Learning collaboration'. Therefore, allocation of sufficient time and resources to support participants in the Community of Learning is critical.
10. The parties commit to undertake further work on Māori, Pasifika, Early Childhood Education, Support Staff, Special Education and Professional learning and Development to build on the work begun in the Working Group in the next and final stage of the Joint Initiative Development. The parties acknowledge this may lead to additional changes in future collective agreement bargaining rounds.
11. Leadership, teaching, collaboration and support roles within Communities of Learning should align with career pathways for principals, teachers, support and specialist staff to ensure continuous development of leadership and teaching capacity.

NEXT STEPS:

1. The parties agree to enter into bargaining in good faith to seek to vary the collective agreements covering primary and area school principals and teachers to implement the key learnings from the Working Group set out above.
2. The critical change from the January 2014 IES model to the model the Working Group developed was to incorporate the child's whole pathway from early learning to tertiary by expanding the model from a Community of Schools to a Community of Learning, incorporating early childhood to tertiary education.
3. Each Community of Learning will have a single Community of Learning Leadership role.
4. Other specific leadership expertise relevant to the collaborative work of the Community of Learning and its shared achievement challenge will be reflected through enhancing the existing Principals' Career Structure within the Collective Agreements. This leadership expertise will support the work of the Community of Learning leader and could include facilitation, mentoring, pedagogy or curriculum areas.
5. The parties will bargain over two types of teacher roles; between schools and within schools. To determine how roles are used, the Community of Learning will identify the expertise needed in relation to its achievement challenges and draw from a selection within the two roles that meets its needs. The roles could provide a focus on collaborative inquiry, expertise capacity building, pedagogy/teaching practice, community engagement, transition support and cultural competency.
6. The parties agree that the new roles will be a combination of fixed term or permanent roles with financial recognition in ways that align with current and developing career pathways across the wider schooling sector.
7. The parties will bargain the time available across the Community of Learning and for the new roles to be drawn on to meet the Community of Learning's achievement challenges. The parties acknowledge that it will take time to build successful Communities of Learning.
8. The parties will bargain the resources available across the Community of Learning that can be drawn on to meet the Community of Learning's achievement challenges. This can include administration support for the operation of the Community of Learning. The parties acknowledge resource use may vary over time.
9. The parties have agreed to undertake further work on Māori, Pasifika, Early Childhood, Special Education, Support Staff and Professional Learning and Development to build on the work begun through the working party, which may lead to changes in future collective agreement bargaining rounds. The parties will undertake further work to determine how to effectively publish learning from successful collaborations in the next stage of the Joint Initiative development.