



The Tomorrow's Schools Review 2019 Survey Report

Based on the Tomorrow's Schools Independent Taskforce
Interim Report

***Our Schooling Futures:
Stronger Together***
Whiria Ngā Kura Tūātinini



Kōrero Mātauranga
Me kōrero tātou

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The Tomorrow's Schools Review 2019 Survey

Executive Summary

The Tomorrow's Schools 2019 Survey opened on 25 January 2019 and closed on 31 March 2019. The Tomorrow's Schools Review independent Taskforce (the Taskforce) sought feedback on 32 recommendations, across eight key issues, contained in their interim report *Our Schooling Futures: Stronger Together | Whiria Ngā Kura Tūātitini* (the Report)¹, released 7 December 2018.

Key Issue 1: Governance

This key issue received the most responses in the survey. The three recommendations included:

- Recommendation 1 – The roles of boards of trustees should be reoriented;
- Recommendation 2 – Local Education Hubs should be established; and
- Recommendation 3 – Education Hubs' should be regularly reviewed.

Recommendation 1 related to reorienting the roles of boards of trustees, reviewing membership regulations, ensuring student voice can be heard effectively, and reviewing board member remuneration.

Overall, there was a majority of support for the recommendations relating to boards of trustees (where a majority constitutes more than 50% of total votes cast). It was widely agreed that there should be support and training for boards of trustees, as many felt there were trustees who lacked the skills and experience for the role. Other respondents felt that the role itself was too demanding on parent volunteers, boards of trustees were failing to hold principals/tumuaki to account, and welcomed additional oversight, and the opportunity to limit both board and principal/tumuaki influence.

The recommendation to establish localised Education Hubs (which would assume all of the legal responsibilities currently held by individual boards) received mixed views. The overall sentiment from respondents indicated that people preferred localised governance and autonomy over centralisation. Education Hubs were seen as an unnecessary, costly layer of bureaucracy in a system that was largely working for the majority of schools. Respondents felt removing responsibilities from school boards of trustees and centralising them in Education Hubs would disadvantage high-performing schools, and support should be targeted towards struggling boards of trustees rather than a system-wide change.

For respondents that supported establishing Education Hubs, the most common reasons for doing so included professional support in areas where principals/tumuaki and boards may lack expertise, and the potential for Hubs to enable more sharing of expertise across the education sector.

Key Issue 2: Schooling Provision

There were seven recommendations within the issue of schooling provision, which included the following:

¹ The Report and all page references can be accessed here:
<https://conversation.education.govt.nz/assets/TSR/Tomorrows-Schools-Review-Report-13Dec2018.PDF>

- Recommendation 4 – A Te Tiriti o Waitangi-led, future focused state schooling network planning strategy should be developed by the Ministry of Education alongside Education Hubs;
- Recommendation 5 – Formation of a dedicated national Education Hub for Kaupapa Māori settings;
- Recommendation 6 – Work should be undertaken to ensure seamless student transitions between schools or providers as they progress through the education system;
- Recommendation 7 – The phasing in of schooling provision that provides more stability and better transitions for students;
- Recommendation 8 – National guidelines should be developed for schools to become full-service sites that offer extensive wraparound services in socio-economically disadvantaged communities;
- Recommendation 9 – Education Hubs should work with schools and communities to design community-wide flexible curriculum, assessment and timetable offerings for schools; and
- Recommendation 10 – Investigation into the role of Te Kura.

Respondents showed a majority of support for Recommendations 6, 7, 8, and 9, and had mixed views over Recommendations 4, 5, and 10.

Respondents were broadly supportive about the recommendation that schooling provision models that provide more stability and better transitions for students should be phased in (for example primary, middle school, and senior colleges; or full primary, and secondary schools; or composite schools).

There was also support for recommendations that work be undertaken to ensure that student transitions are seamless between schools, and that schools should become full service sites which provide wraparound services for students. Many people advocated for the education sector to work closely with health and social services providers to support students, which would enable teachers/kaiako and school leaders to focus on their core business of teaching and learning.

Recommendations 4 and 5 related to the Ministry developing a Tiriti-led network planning strategy for state schooling, and a dedicated national Hub for Kaupapa Māori settings and Māori and Pacific language provision.

Views were mixed for these recommendations. For those that supported the recommendations, respondents cited these actions as fundamental to honouring the partnership under the Treaty of Waitangi. Others that did not support these recommendations gave a variety of reasons; the lack of capacity in the current system to do this without exhausting local iwi resourcing, that we should be resourcing those who are already doing work in this area, and others felt it unnecessary altogether.

Key Issue 3: Choice and Competition

The two recommendations in this key issue proposed planned schooling networks for state and state-integrated schooling, and specific proposals for state-integrated schools:

- Recommendation 11 – Education Hubs should have planned schooling networks for state and state-integrated schools; and
- Recommendation 12 – State-integrated schools.

Respondents had differing opinions on the roles of choice and competition within schooling. Some felt it was a parent's right to choose the best school for their child, and opposed centralising decision making, or limits being placed on this choice. These respondents felt that loss of competition would lead to an averaging out of all schools. Others recognised that the competitive market does not foster collaboration in the education system, and the gap between 'haves' and 'have nots' is widening.

Recommendation 11 contained many proposals, including: Education Hubs planning schooling networks; capping the number of out of zone students; disability and learning support students having access to their local schools; an upper limit on school donations; and ensuring schools can meet the needs of international students. There was broad support for the last three proposals, but mixed views on Education Hubs planning schooling networks, and the recommendations around out-of-zone students.

Respondents expressed the view that Hubs would not have the capacity to carry out network planning effectively. There was significant concern that such sweeping reform to the network of state and state-integrated schools was a homogenous approach that lacked nuance.

The proposal around out-of-zone students was a topic of interest, and received mixed views. Respondents that opposed the proposal broadly felt that enrolments should remain a decision between parents and schools, a local school may not be suitable for students, with learning support needs being the most commonly cited reason for out-of-zone enrolments.

Although people generally supported placing an upper limit to school donations, they warned that if donations were limited, without a boost in educational funding overall, it could result in higher fees (particularly for learners/ākonga in state-integrated schools) or a loss of opportunities for students.

There was broad support for the proposals in Recommendation 12 (transport subsidies are aligned for state-integrated students, enrolment scheme ballots for non-preference students use the same criteria as other state-schools, and the level of attendance fees is reported and justified to Education Hubs), although the main concern for respondents suggested that the recommendations may make it more difficult for special character schools to uphold their special character.

Key Issue 4: Disability and Learning Support

There was strong support for the three recommendations to address disability and learning support provision, which included:

- Recommendation 13 – The Ministry of Education should continue to lead national strategy and policy on disability and learning support;
- Recommendation 14 – Every school should have a Learning Support Coordinator; and
- Recommendation 15 – Education Hub roles and responsibilities in relation to disability and learning support.

However, many people believed that the Taskforce's recommendations on disability and learning support provision did not require the establishment of Education Hubs. There was a strong emphasis on sufficient funding and resourcing (including access to specialists) for learning support provision more generally, and in order for these reforms to be implemented successfully.

Key Issue 5: Teaching

There were five recommendations which addressed teaching:

- Recommendation 16 – The Ministry of Education and Teaching Council should work to ensure a future-focused workforce strategy, including Initial Teacher Education (ITE) provision;
- Recommendation 17 – A Curriculum, Learning, Assessment and Pedagogy unit should be established in the Ministry of Education;
- Recommendation 18 – Communities of Learning | Kāhui Ako pathway model requirements should be reviewed;
- Recommendation 19 – The Teaching Council should develop more flexible teacher appraisal guidelines; and
- Recommendation 20 – Education Hubs should coordinate teacher professional learning and development (PLD) and advisory services.

Respondents broadly supported the development of a future-focused education workforce strategy, more flexible Kāhui Ako arrangements, more flexible guidelines for teacher/kaiako appraisals, and Education Hubs coordinating teacher/kaiako PLD and advisory services.

Generally, many believed the Government should prioritise remuneration and quality teacher/kaiako retention before implementing the administration and process improvements the Taskforce has recommended. Many addressed the teacher/kaiako shortage, and cited improvements in working conditions and pay as a means to improving quality, supply and retention.

Key Issue 6: School Leadership

There were three recommendations given to address school leadership:

- Recommendation 21 – A Leadership Centre should be established within the Teaching Council;
- Recommendation 22 – The roles and functions of the Leadership Centre; and
- Recommendation 23 – The role of the Education Hub in school leadership.

There was no clear majority for establishing a Leadership Centre within the Teaching Council (49.2% of survey respondents in agreement, and 26.3% opposed), and some concern around whether the Teaching Council should host it. There was a majority of support for its roles and functions, and the proposed role of the Education Hubs in developing school leadership.

Those that expressed support believed that school leaders should be supported and developed. Those that disagreed with the recommendations often did so on the basis that the Leadership Centre would be an unnecessary layer of bureaucracy, and disagreed with Education Hub establishment.

Key Issue 7: Resourcing

There were four recommendations proposed for this key issue:

- Recommendation 24 – The proposed equity index should be implemented as soon as possible;
- Recommendation 25 – The allocation of staffing entitlements and management resources should be reviewed to ensure that there is alignment and coherence across primary and secondary schools;

- Recommendation 26 – Education Hubs should work with school principals/tumuaki who receive equity funding to identify and share best practice around the use of this funding both within and across Education Hubs; and
- Recommendation 27 – Education Hubs should carry out school network reviews to ensure smaller schools that are unable to deliver quality education services are merged with others, or closed, where this is a practical possibility.

The majority of the proposals received broad support, including: increasing equity funding and implementing an equity index; a review of staffing entitlements and management resources across primary and secondary schools; and sharing best practice around use of funds. Generally, respondents felt the education system was under-resourced overall, and that the priority for funding allocation should be schools, teachers/kaiako, and learners/ākonga.

There was broad support for replacing the current decile system with the equity index and increasing equity based funding to 6% of total operational funding for schools. People supported the move away from the decile system due to the stigma associated with the current system. However, people were uncertain about how the equity index would work in practice and how it would be different from the decile system.

Respondents' comments relating the review of staffing entitlements and management resources were more mixed. Some respondents expressed general support for pay parity between primary and secondary school teachers/kaiako. Respondents that disagreed with the proposal felt the increased complexity of student needs and curriculum justified any disparity.

The last recommendation related to Education Hubs carrying out network reviews, with the option of closing or merging smaller schools where practical. This recommendation received mixed views (39.5% of respondents agreeing with Education Hubs carrying out school network reviews, and 45.7% opposed). The majority of comments were negative, focusing on the closure or merging of small schools. These respondents felt that closing small schools would impact the community, particularly in rural areas. Others felt small schools should be better supported, citing that smaller schools can be more beneficial for students' wellbeing.

Key Issue 8: Central Education Agencies

There were five recommendations to address the issues identified with the central education agencies:

- Recommendation 28 – The Ministry of Education should be reconfigured;
- Recommendation 29 – Education Hubs should be established;
- Recommendation 30 – An Education Evaluation Office (EEO) should be established;
- Recommendation 31 – The Teaching Council should be expanded; and
- Recommendation 32 – The Education Review Office (ERO) and the New Zealand Qualifications Authority (NZQA) should be disestablished.

Respondents were supportive of the recommendation to reconfigure the Ministry, with some support being expressed for proposed units such as the Curriculum, Learning, Assessment and Pedagogy unit, and the research unit. The current performance of the Ministry was a common point of interest for respondents: the Ministry was mentioned as being too large and bureaucratic, some staff lacking educational knowledge and competency, and the high staff turnover making it difficult to build relationships.

There were mixed opinions regarding the establishment of an Education Evaluation Office. Respondents felt positive about an independent, politically neutral body reviewing the performance of the Ministry and education system as a whole. Others felt that the EEO may be ERO rebranded, and some felt the EEO should be responsible for reviewing schools (where respondents mentioned conflicts of interest over Education Hubs being responsible for ensuring student achievement, as well as school reviews).

Recommendation 32 referred to the disestablishment of ERO and NZQA.

There was general opposition to disestablishing NZQA and moving its functions to the Ministry. Many people could not see how moving the NZQA's functions to the Ministry would lead to better achievement outcomes for learners/ākongā.

Comparatively, there was more support for the disestablishment of ERO, however no majority of agreement or disagreement (with 46% of survey respondents agreeing and 39% opposed). People expressed concerns about the current performance of the agency, including that it focused on performance review rather than school development and that the quality of reviews was inconsistent across the country. Those who opposed disestablishing ERO suggested process and accountability changes could be implemented to address the current issues.

For both agencies, respondents were positive about the independent nature of both, and raised the significant cost and disruption as factors that outweighed any benefits gained from their disestablishment. Respondents believed it was unclear what functions each agency would be responsible for, as well as lines of accountability.

Methodology

The survey questions, regarding the eight key issues, were designed by the Taskforce. The Ministry of Education, in its capacity as the Taskforce secretariat support, designed the demographic questions and were responsible for analysing and reporting the survey responses.

The survey was translated by the Department of Internal Affairs (DIA) into four other languages: Chinese; Te Reo Māori; Samoan; and Tongan. These survey translations were published after the English version, on 8 February 2019 (Te Reo Māori), 1 March 2019 (Chinese), 7 March 2019 (Samoan), and 15 March 2019 (Tongan).

We received an additional eight paper surveys from the office of Hon. Nikki Kaye, National Party education spokesperson.

How the Survey was organised

Respondents were asked to fill out their demographic information, however these questions were not mandatory.

The survey consisted of eight sections, representing each of the eight key issues identified in the Taskforce Report. Respondents were required to indicate whether they chose to answer the questions within a given section, or skip to the next section in the survey. If a respondent elected to answer a given section, they were required to answer every question within the section. However, some respondents experienced technical faults, and this led to some answering some questions within a section they had asked to skip. Therefore the number of respondents may differ for questions within the same section.

All questions included a 5-point Likert scale ranging from 'Strongly agree' to 'Strongly disagree'. At the end of each section, respondents were given the option to leave a comment if they chose to.

All data has been captured in an Excel spreadsheet that details all respondents' answers to the survey questions, as well as their demographic data.

Quantitative responses

The quantitative responses were examined in Excel. The total number of votes, or frequencies, for each question were collated and percentages of agreement and disagreement were calculated.

Due to this sample comprising of self-selected respondents, it was reasoned that some statistical analyses would not be suitable for this survey. Particular demographic groups were separated from the total survey sample to determine whether there were any significant differences in agreement or disagreement between members of that group and the remaining group of respondents. Significant differences here have been defined as 10.0 percentage points or more, as a practical difference between groups.

The frequencies and percentages were calculated for each cohort in every question, and the percentage point difference between the groups for any given question was determined. Where differences were greater than 10.0 percentage points, these have been reported.

Where the term 'majority' has been used, this is defined here as the number or percentage that equals more than half of the total number.

Qualitative comments

The qualitative data (comments made by respondents) was imported into the software programme, NVivo, where it was coded into various themes for analysis.

Similar to the previous Tomorrow's Schools Surveys², "Grounded Theory"³ was used to create a coding framework for each of the eight key issues identified and any general comments. This framework was refined for additional themes that emerged from the responses.

Responses ranged from single words to whole paragraphs. Some responses included multiple ideas and comments that did not necessarily relate to the same theme in a topic. These comments are also known as "references", and may be used interchangeably in this report. Responses have been coded to their corresponding themes. Where there are multiple ideas or comments that relate to different themes within the same response, these have been separated and coded independently. Therefore, the number of comments does not necessarily reflect the actual number of respondents, although the numbers are not significantly different.

Where a greater degree of granularity emerged within themes, we have further modified the framework to provide greater specificity of analysis. For other themes, we did not pre-empt any additional sub-themes. Analysts created new sub-themes for larger topics based on emergent, and/or recurring ideas, i.e. topics that had more than 200 responses.

A sample of data was coded by multiple analysts and the coding framework was then edited to ensure that the themes accurately reflected the data. The analysts peer reviewed the coded data to ensure the robustness of the framework and to provide quality assurance. Comments are coded to all relevant themes, however analysts have restricted coding a comment to four themes or less to provide the greatest specificity within a theme.

NVivo was used to analyse the data. Responses in each sub-theme were aggregated to the 'parent' theme to indicate the largest emergent themes. Matrix coding was used to analyse the largest themes by number of references for each question. Themes were then analysed and disaggregated into sub-themes, where necessary.

Limitations and caveats

There was a range of limitations that have been acknowledged by analysts, and these will be taken into consideration for any future surveys that may take place.

The length and complexity of this survey made it inaccessible for many people. The questions were designed by the Taskforce, due to their understanding of the recommendations and proposals. The Taskforce viewed some recommendations as 'packages'; these packages required agreement of all proposals within the question in order to successfully address the issue identified. This led to large questions that housed many clauses, and this was not clearly communicated to respondents who felt they could not agree or disagree with the entirety of a question.

² A summary of these surveys can be found here:
<https://conversation.education.govt.nz/conversations/tomorrows-schools-review/background-information/tomorrows-schools-review-submissions-and-stakeholder-engagement-2018/>

³ "Grounded theory involves the progressive identification and integration of *categories of meaning* from data ... Grounded theory *as method* provides us with guidelines on how to identify categories, how to make links between categories and how to establish relationships between them." Obtained from: <https://www.mheducation.co.uk/openup/chapters/9780335244492.pdf>

Many survey respondents provided feedback on the format of the survey. The key messages are set out below.

Survey design

There were 192 comments regarding the survey design. Almost all comments gave a variety of criticisms on different aspects.

Respondents heavily criticised the phrasing of the questions, such that they were *“poorly written if you agree and disagree with different statements within the same question.”* The majority of respondents felt that more comment boxes would have been useful, as *“there can be many motives for which one agrees/disagrees with them, and such reasons do make big differences in the appreciation of the situation.”* A smaller number of respondents felt that the questions were designed to elicit a positive response, and commented on the potential bias and validity. There was also a small number of comments where respondents felt they had disagreed with the establishment of Education Hubs, and this rendered further questions that included Education Hubs obsolete.

Some respondents cited that they *“don’t have enough understanding of the recommendation to offer an opinion.”* This was due to not having a complete understanding of some aspects of the education system, or issues that may not affect them directly. Respondents found some terminology, such as “badging”, to be confusing, and there was no comparison of the current status quo and how the recommendations would impact on it. These factors contributed to respondents feeling they were unable to form an informed opinion on the recommendations. Respondents generally regarded the survey as *“quite complex”* and did not believe that it would obtain *“good community voice when most people on the street have no idea about the complexities.”*

Survey Demographics

There were a total of 3,338 respondents that completed the Tomorrow's Schools 2019 Survey. We received the following responses:

- 3,177 responses in English
- 147 responses in Chinese
- 3 responses in Te Reo Māori
- 3 responses in Samoan
- 8 responses from the Hon. Nikki Kaye's office, education spokesperson for the National Party

The following series of figures show the breakdown of survey demographics by:

- Age
- Gender
- Ethnicity, and Iwi and Hapū
- Disability and additional learning support
- Current students, and school type
- Parents/whānau and caregivers
- Work, and school type
- Highest level of education obtained
- Household income
- Region

Age

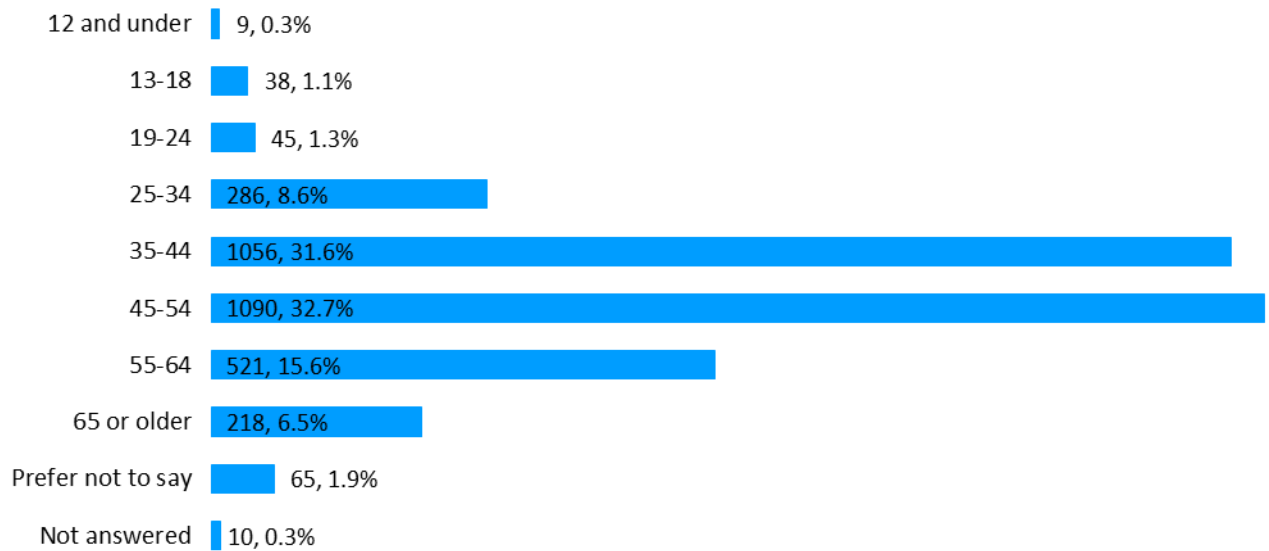


Figure 1. Respondents' age

The above figure shows the age range of respondents. The smallest cohorts were the age groups aged 24 and below, forming only 2.7% of our survey population. The majority of respondents were aged between 35 and 54, these cohorts forming 64.3% of our survey population.

Gender

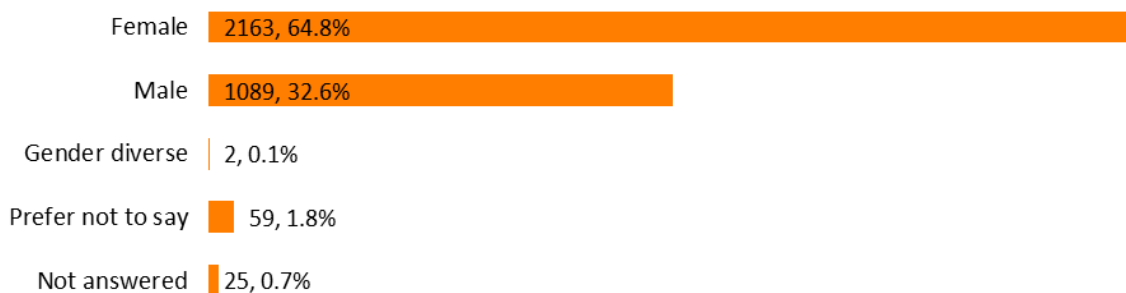


Figure 2. Respondents' gender

As Figure 2 shows, the majority of respondents were female (64.8%). The gender diverse population was the smallest, with only two respondents. There were 84 respondents who chose not to disclose their gender identity or did not answer, and 1089 (32.6%) respondents identified as male.

Ethnicity

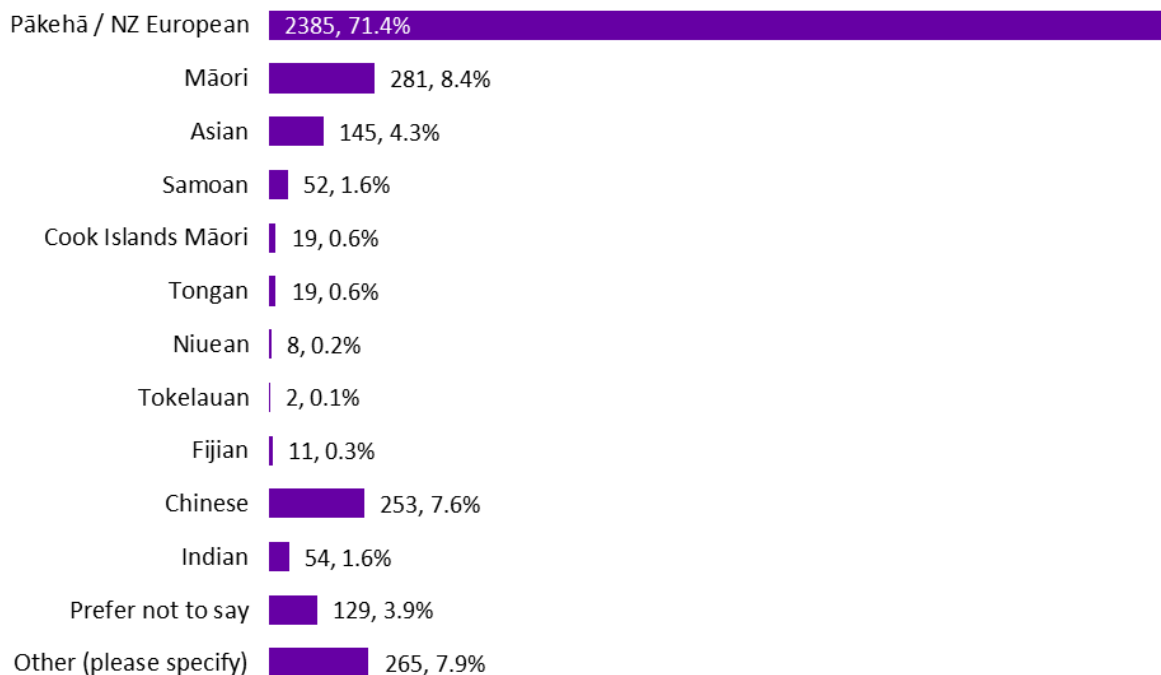


Figure 3. Respondents' ethnicity

Respondents were able to self-identify with multiple ethnicities. As the figure above shows, the Pākehā/New Zealand European cohort was the largest with 71.4% of total respondents. Tokelauan and Niuean respondents represented the smallest ethnic groups with 0.1% and 0.2% of respondents respectively. The “Other” category received a range of responses including Middle Eastern, North American, and South African, and the most frequent responses being New Zealander, Australian, and British.

Iwi and Hapū

Respondents were asked to identify their Iwi and Hapū affiliation, if applicable.

There were 300 people who identified their iwi, the most frequent responses included Ngāi Tahu, Ngāti Porou, Ngāti Hine, and Ngāpuhi.

There were 171 people that identified their Hapū, the most frequent responses included Ngāti Pīkiao, Te Uri o Hau.

Disability and learning support



Figure 4. Respondents' who have a disability or require additional support to learn

As Figure 4 shows, the majority of respondents (88.1%) indicated that they did not have a disability or require additional support to learn. There were 72 respondents that stated “yes”

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in response to having a disability or requiring additional support to learn, and 94 respondents that preferred not to say.

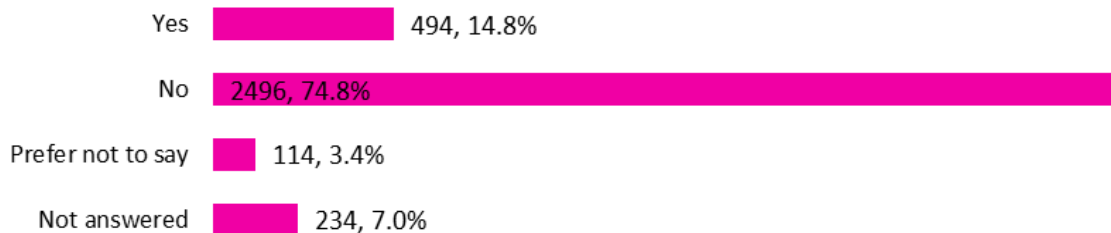


Figure 5. Respondents who care for someone who has a disability or requires additional support to learn

Respondents were asked to indicate whether they cared for someone that had a disability or required additional support to learn. The above figure shows that the majority of respondents indicated they do not care for someone who has a disability or requires additional support to learn (74.8%). There was 14.8% of respondents who indicated that they cared for someone who has a disability or required learning support. There were also 3.4% of respondents who preferred not to say, and a further 7.0% who did not give a response.

Current students and school affiliation

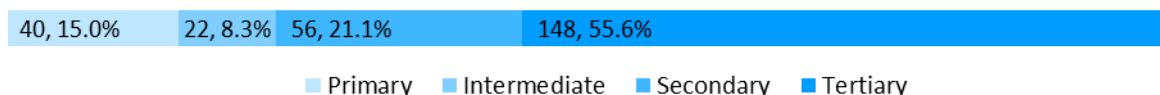


Figure 6. Current students

The above figure represents the number of respondents who indicated that they are current students. There were 266 respondents who indicated that they were current students, however, there were only 92 respondents under the age of 24, and this disparity could be attributed to respondent error or confusion.

There were 148 tertiary students, representing the largest student group at 55.6%. Comparatively, intermediate students represented the smallest group at 8.3%.

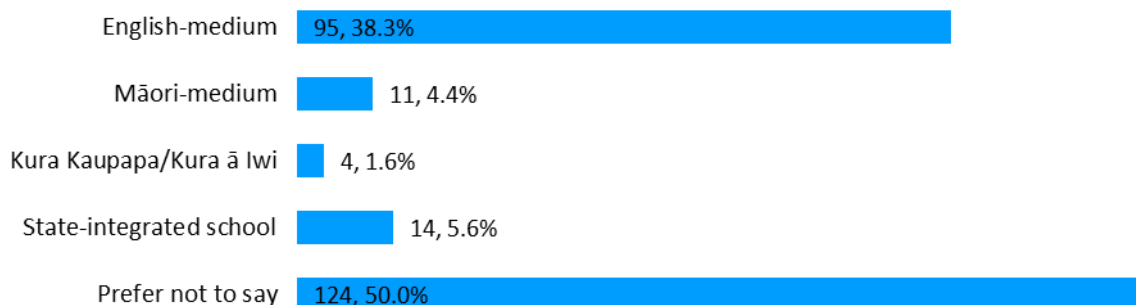


Figure 7. Current students' school type

Respondents were also asked to indicate what type of school they attended if they were current students. Similar to the previous question, the number of respondents that have indicated their school type does not match the fewer number of respondents aged under 24, therefore this may not accurately reflect the true number of students within the survey. The largest school type was English-medium (38.3%). Comparatively, Māori-medium, Kura Kaupapa and Kura ā Iwi, and state-integrated schools were smaller, at around 4.0%.

Parents/whānau and caregivers

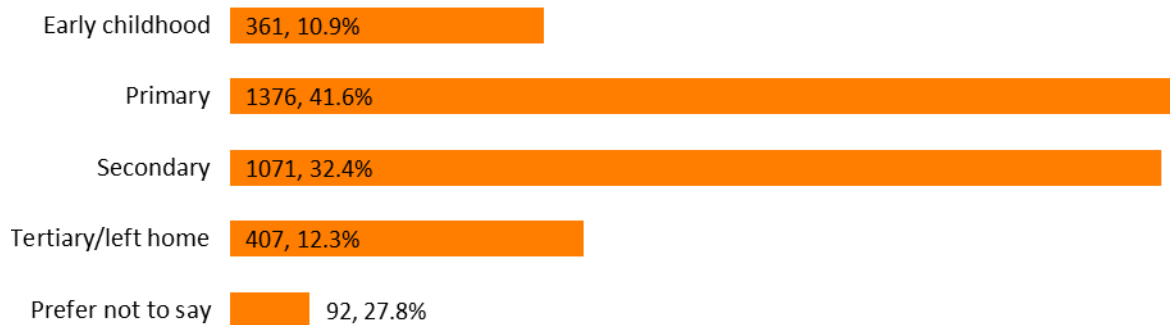


Figure 8. Parents/whānau and caregivers

The above figure represents the level of schooling of learners/ākonga in parents/whānau and caregivers' care. Primary level schooling was the largest group, with 41.6% of respondents that answered. Comparatively, early childhood education was the smallest group with 361 respondents (10.9%).

Work within the education system, and school type

Work within the education

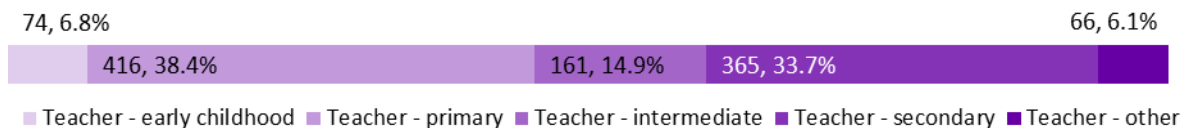


Figure 9. Teachers/kaiako

The above figure shows the number of respondents that indicated being a teacher/kaiako, and at what level of schooling. As it would be expected, primary and secondary school teachers/kaiako represented the largest groups with 416 and 365 respondents, respectively. Early childhood teachers/kaiako and "other" teachers/kaiako represented the smallest groups with 74 and 66 respondents, respectively.

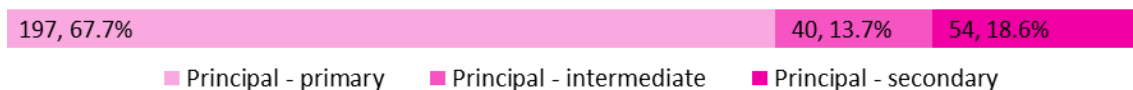


Figure 10. Principals/tumuaki

The above figure shows the number of respondents that indicated being a principal/tumuaki, and at what level of schooling. Primary school principals/tumuaki represented the largest group, and the majority, of principals/tumuaki (67.7%). There were 54 (18.6%) secondary principals/tumuaki, and 40 (13.7%) intermediate principals/tumuaki.

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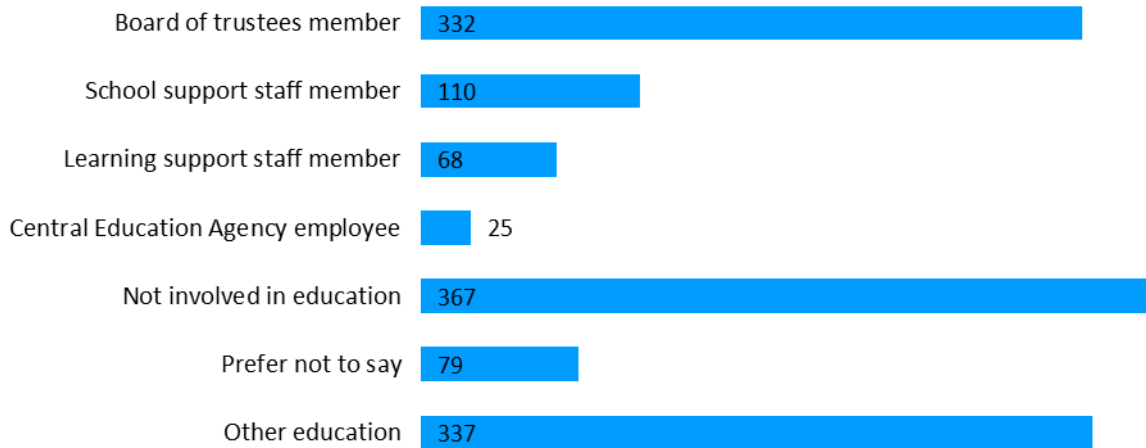


Figure 11. Other school roles

Figure 11 relates to other roles in the education system. Respondents were asked if they fulfilled these roles or others, or were not involved in education at all. The largest number was those that indicated as not working within education, followed by “other” education and boards of trustees members. Of those that indicated “other”, common responses included educational psychologists, educational consultants, and learning support professions.

School type

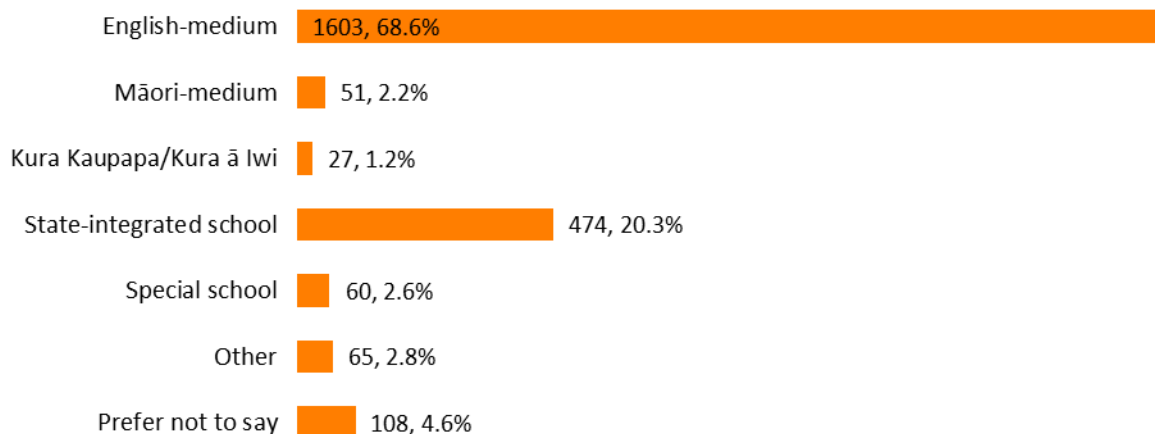


Figure 12. School type for those that work within education

The above figure is similar to a previous question, asking respondents to indicate what school type they work within. The majority of respondents who answered the question belong to English-medium schools (68.6%). State-integrated schools also represented a large group, with 474 respondents (20.3%).

Highest level of education obtained

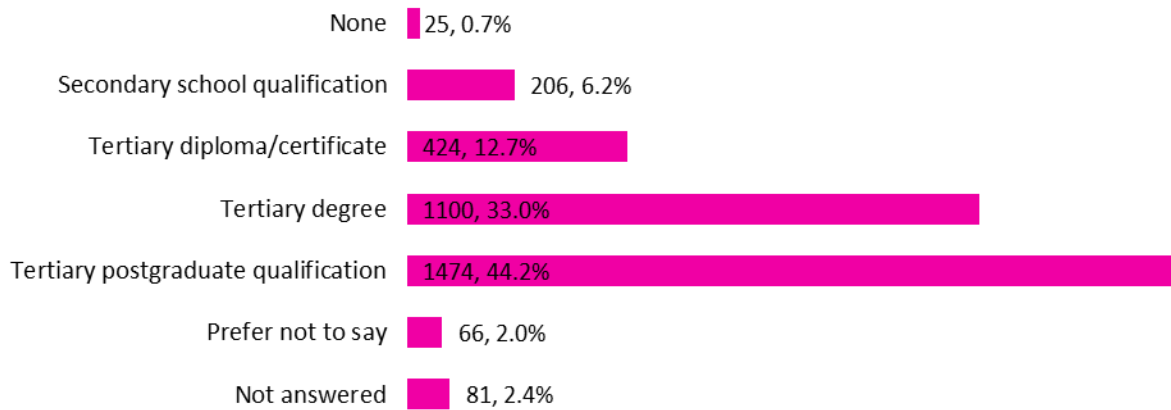


Figure 13. Highest level of education obtained

The above figure represents the highest level of education obtained by respondents. The majority of respondents have obtained a tertiary degree or postgraduate qualification with 33.0% and 44.2%, respectively. Comparatively, there were 12.7% of respondents who have obtained a tertiary diploma or certificate, 6.2% having obtained a secondary school qualification, and 0.7% who have no qualifications.

Household income

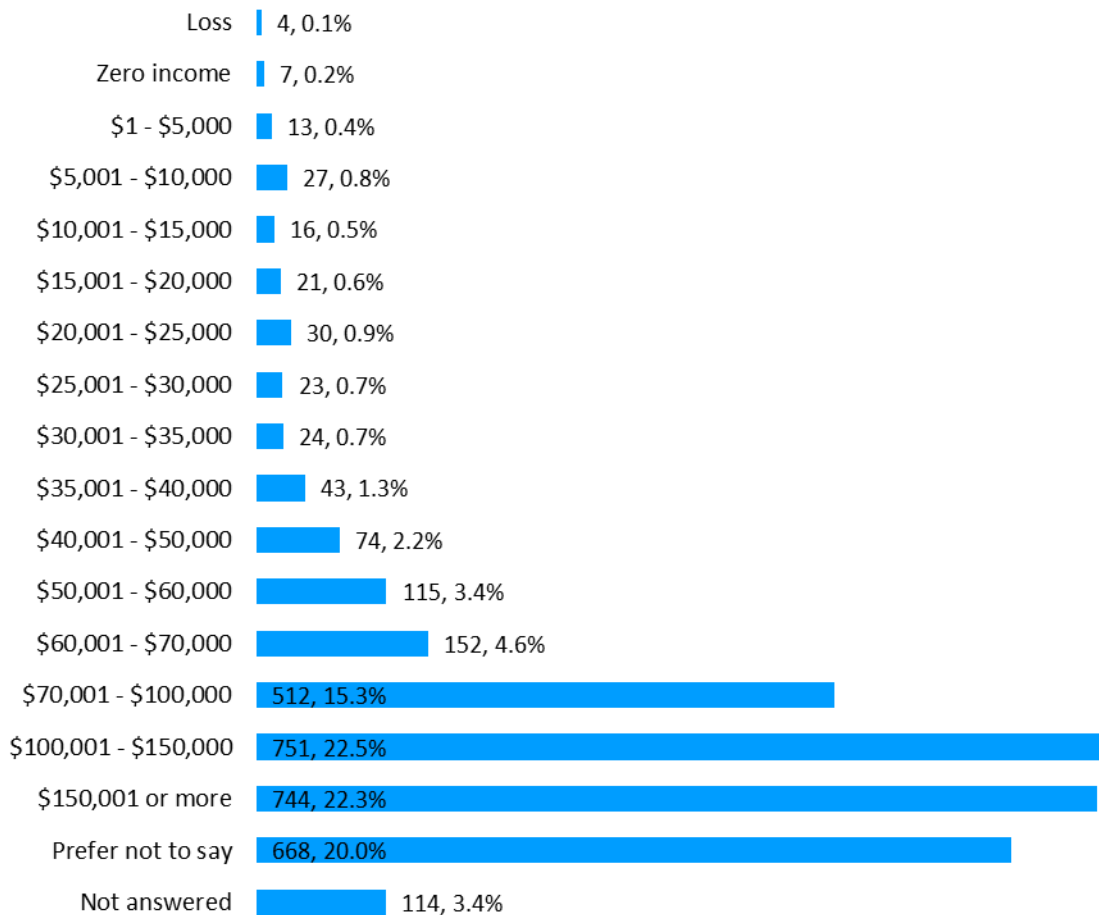


Figure 14. Household income

Figure 14 represents the level of household income reported by respondents. Almost half of the total respondents, 44.8%, reported earning \$100,001 or more. By comparison, those earning less than \$100,000 represented 31.7% of all respondents.

Region

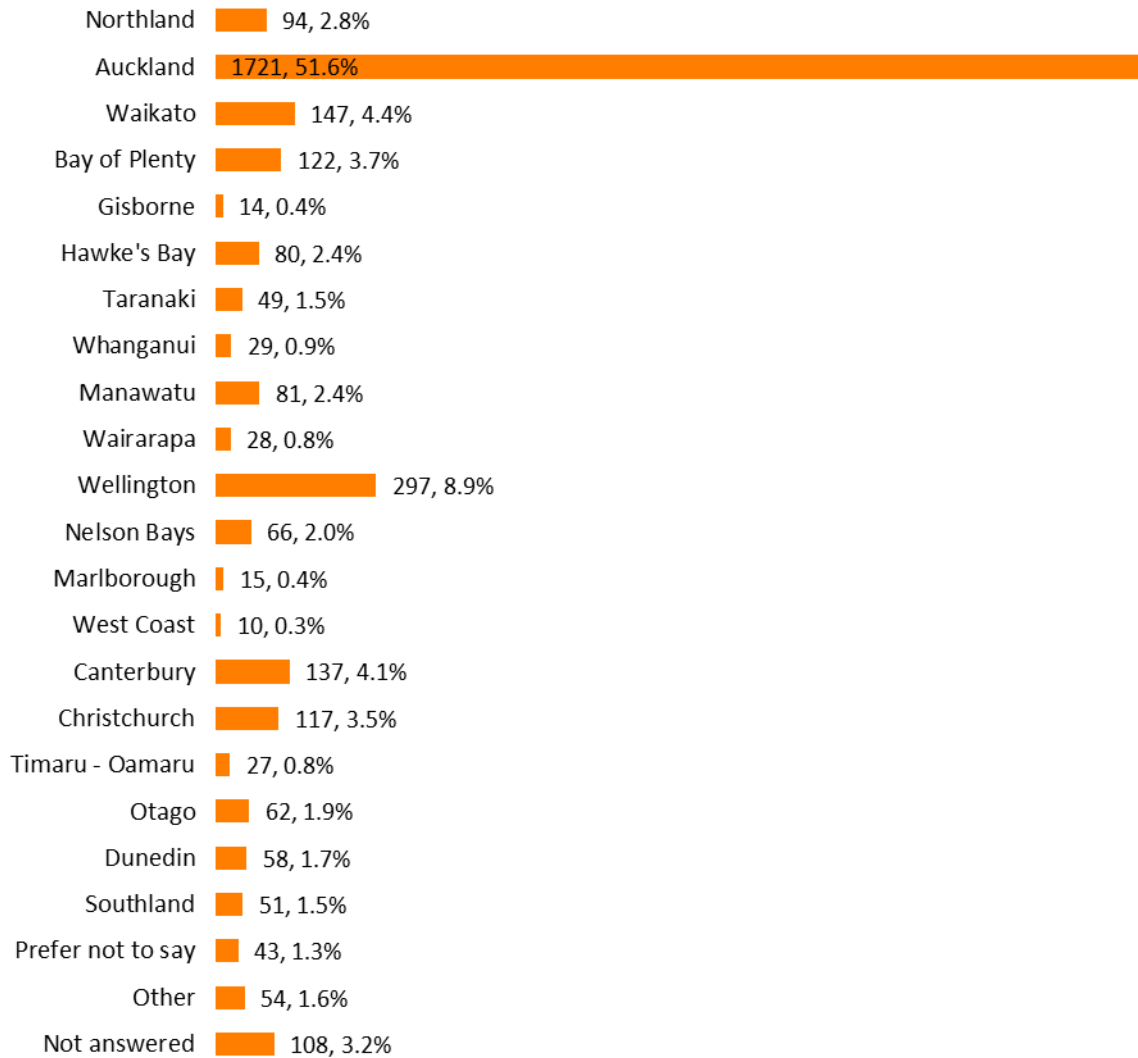


Figure 15. Respondents' region

The above figure shows the geographical distribution of respondents. The largest region was the Auckland region, with just over half of respondents (51.6%). Other geographical areas appeared to be underrepresented, with all regions below 10.0%.

Analysis and Discussion

The following sections discuss the 3,338 responses received in the Tomorrow's Schools 2019 Survey.

Note: Underlined sections link to relevant sections within this report.

- [General feedback on the Tomorrow's Schools Review](#)
- [General feedback on the report: Our Schooling Futures](#)
- [Key Issue 1: Governance](#)
- [Key Issue 2: Schooling Provision](#)
- [Key Issue 3: Choice and Competition](#)
- [Key Issue 4: Disability and Learning Support](#)
- [Key Issue 5: Teaching](#)
- [Key Issue 6: School Leadership](#)
- [Key Issue 7: Resourcing](#)
- [Key Issue 8: Central Education Agencies](#)

General feedback on the Tomorrow's Schools Review

This section summarises the feedback on the Tomorrow's Schools Review as a whole. This feedback came from across the entire survey and was difficult to quantify, so numbers are approximate (as indicated with ~ preceding a number). The following themes emerged: the original Tomorrow's Schools reforms (~50); the decision to review Tomorrow's Schools (~20); and the make-up of the Tomorrow's Schools Independent Taskforce (~10).

Original Tomorrow's Schools reforms

There were approximately 50 comments received about the 1989 Tomorrow's Schools education reforms.

The majority of comments (~30) were generally negative about these reforms. The most common reason given was that competition between schools increased post-reform, and this had a detrimental impact overall. Some respondents said the reforms caused greater inequity in education, *"a system in which the privileged looked after their own interests and the less fortunate just had to do what they could"*, and several respondents considered the Education Act of 1989 to be flawed.

There were several comments that suggested the Tomorrow's Schools reforms were not properly implemented, and the intent of the original reforms was not realised. One respondent commented, *"Many principals have taken the easy road of keeping things on an even keel, and for example, never had any curriculum discussions with community or parents, and never attempted to connect with local Iwi. Such oversights are almost criminal in 2019 and completely against the original intent of Tomorrow's Schools."*

There were a number (~15) of generally positive comments about the Tomorrow's Schools reforms. The most common reasons given were that boards of trustees gave communities more opportunity to engage meaningfully with their local school, and the reforms to governance gave schools more autonomy. One respondent commented, *"The freedom from central control that schools have is mostly a good thing. Tomorrow's Schools gave us that."*

Tomorrow's Schools review

There were approximately 20 comments about the decision to conduct a review of the schooling sector and the Tomorrow's Schools educational reforms. Most raised concerns about the process, including:

- The scope of the review; several respondents asked why curriculum and overall education system resourcing were not included in the review. One commented, *"Any review of compulsory schooling that fails to take into consideration the document that guides the content of learning in this country is incomplete."*
- Alignment with other education reviews; several respondents asked how the review of schooling would align with recent reviews of Early Childhood Education, Tertiary education and the National Certificate of Educational Achievement (NCEA).
- The cost of the review; several respondents considered the cost of a schooling review was unjustified, while one respondent said *"this work was rushed, underfunded..."*
- Political support; several respondents considered any review of schooling needed *"bipartisan agreement"* to be effective, and one respondent commented, *"The government is overstepping its mandate. Its only just scraped into power and is proposing sweeping changes with very little consultation..."*

Tomorrow's Schools Independent Taskforce

There were approximately 10 comments about the make-up of the Taskforce that was appointed to review the schooling sector. Several respondents said the Taskforce lacked the necessary expertise, and should have included a *“mix of high decile schools and representation from state-integrated or special character schools”*, or an educational psychologist. Several respondents said the members of the Taskforce were politically or ideologically biased.

General feedback on the recommendations

This section summarises the feedback on the recommendations made in the Taskforce interim report *Our Schooling Futures: Stronger Together | Whiria Ngā Kura Tūātinini*. This feedback was often generalised across all recommendations or did not relate to any recommendation in particular. The exact number of comments were difficult to quantify, so numbers are approximate. The following themes emerged: the case for change (~70); the combined recommendations (~100); consultation on the report (~60); and implementation of the recommendations (~80).

Case for change

The report of the Tomorrow's Schools Independent Taskforce advocated for 'a cultural and structural transformation' of the schooling system. There were approximately 70 comments about schooling system transformation, the majority of which questioned the case for change.

Respondents questioned the need for change (~55), mentioning that the schooling system was generally effective and needed only small changes, or no change at all. The following comment expresses the overall sentiment for these comments: *“The education system is not broken for the majority of schools, the measures involve wholesale changes to the whole system to benefit a few schools and also to focus on a few fringe issues.”*

Respondents who supported the case for change (~15) generally wanted a schooling system that was more equitable. One commented, *“Schooling is where the rubber hits the road in terms of NZ becoming an increasingly stratified society. This horse may have bolted, and I'm not sure you can change this through schooling policy - but kudos to any reforms that achieve any degree of greater equity in schooling.”*

Evidential basis and reasoning for recommendations

There were ~30 comments related to evidence given in the Taskforce's case for change.

Respondents expressed the view that there was *“too little evidence of the scale of problems, and evidence to support the validity of the proposed solutions.”* The sources of information included in the report were not explicit, and *“there are no data to support these proposals other than hear-say.”* Respondents found it difficult to *“see the logical link between Governance and the issues raised in the overall findings statement”* and respondents found it difficult to see how the recommendations would help address the issues identified.

The second issue raised by respondents was there seemed to be *“no evidence that the proposed system will work any better than the current system and it will cost a great deal to implement.”*

One respondent commented on the wording of terms used within the recommendations, *“There needs to be clarity about the terms used: provide advice, provide input, be responsible for ... This makes quite a difference to the interpretation of the changing roles for BOTS.”*

The recommendations

There were a total of 32 recommendations, and a number of sub-recommendations given to address the key issues identified. There were approximately 100 comments received about the combined recommendations as a whole. While some respondents (~25) saw benefits in the recommendations, the majority (~75) raised concerns.

Some respondents saw benefits in the combined recommendations, including:

- Greater cohesion; several respondents said the schooling system was fragmented, and welcomed recommendations for a more collaborative system. One commented, *“The recommendations should provide for much more consistency nationwide. It is not rational or efficient for 2600 schools to be following an individual approach to common tasks.”*
- More accountability; several respondents said the recommendations would increase accountability in the schooling system. One commented, *“This review is excellent and needs to continue despite the protestations of the vocal minority of school leaders who stand to lose power and be held to account under these recommendations.”*
- More support; several respondents said the recommendations would result in a more supportive schooling system in general. One commented, *“This has the potential to put the heart back into those principals and schools who do not have the expertise and confidence to deal with the many issues that arise in schools.”*

Some respondents raised concerns about the combined recommendations, including:

- Questioning the priorities; some respondents said the recommendations focused on the wrong priorities, and would be ineffective as a result. One such comment was, *“The real problem with schooling in New Zealand is not being addressed. The way to get equity and excellence is to strengthen teaching at the chalkface.”*
- Lack of details; some respondents wanted more detail before forming an opinion on the recommendations. One commented, *“There is not enough detail to be able to strongly support or reject any of these recommendations. All have the potential to be fantastic or disastrous depending on details.”*
- Needs of learners; some respondents said the recommendations did not give enough emphasis to the needs of learners. One commented, *“The focus of the report appears to be on protecting schools and not on serving students.”* Another said, *“I am in total agreement with Russell Bishop, ONZM, overhauling the administration aspects of our New Zealand education system will do little to improve outcomes for those most severally disadvantaged, in particular, Māori and Pasifica. The answer, lies in improving the teaching quality and cultural responsive of all teachers standing in front of these tamariki!!!”*

Consultation on the report

There were approximately 60 comments about the process of consultation undertaken after the release of the Report.

A common theme in these comments was that due to the complexity of the Report, more time was required to *“digest and think about the nuances of each recommendation.”* Some respondents expressed concern that the *“rushed”* consultation period was merely a formality,

and the intention was to *“tick a box and just implement your stuff anyway.”*

Some respondents said they were not informed enough to give good answers, while some did not understand the questions in the survey. One commented, *“To be honest, I could not make sense of most of the questions. I had no idea about what you were asking or talking about.”* Further, many respondents criticised the methods of consultation, stating that they *“don’t consider this to be proper consultation on the matter”* and raised concern over the equity of voices being sought and heard.

Other comments noted that to some extent, the Ministry of Education and Government had respected consultation with those the changes will impact. A small number of comments also raised concern over schools and principals that disseminated information that may not necessarily reflect that of the report.

Several respondents felt the Report had been misrepresented in some public debate. One commented, *“There has been scare-mongering in the media and from some schools about what these changes will mean which isn’t reflected in the detail of the recommendations. I think it would help to reduce fear by being clear in the media about the powers that boards will retain and that there is no intention to reduce school diversity and individuality.”*

One respondent raised questions *“around equity of voice gathering - are the voices gathered only those that feel comfortable and educated to contribute voice? What was done to go beyond to ensure those without technology were able to contribute?”*

Implementation of the recommendations

There were approximately 80 comments about implementing the recommendations made in the Report. Of these, some comments (~40) discussed the process of implementation, some (~20) discussed the cost, and some (~20) discussed unintended consequences.

Process of implementation

There were a number of comments (~40) about the process of implementing the changes recommended in the Report. The most common theme was that the changes would be complex, and their implementation should be carefully planned and phased. One respondent commented, *“Phasing in of these changes will be the challenge. Whereas the Picot report had a set date for the changes, it seems that the changes recommended here should be timetabled more gradually.”*

There were several comments urging the recommendations be implemented as quickly as possible, and several saying they should be implemented in their entirety. One such comment was, *“These all need to be implemented, a piecemeal and picking of some will weaken this wonderful opportunity to improve teaching for our tamariki.”*

Cost of implementation

There were approximately 20 comments about the cost of implementing the changes, although this idea was commonly raised throughout every key issue. The main theme was that the changes would be expensive to implement, and that funding constraints could compromise their effectiveness. One respondent commented, *“All the ideas are great but must have sufficient funding to make it work.”*

Unintended consequences

There were approximately 20 comments about the unintended consequences of implementing the changes. Respondents expressed concern that changes “*would place enormous stress on the education system and those within it*”, and questioned how well the reforms will age. One commented, “*What are the unintended consequences? Has the group considered these? What does this plan look like in ten or 30 yrs from now - what might happen in the worst case and how might it be mitigated? If you have not considered this then we are doomed to make the same mistakes - just like tomorrows schools.*”

Politics

There were (~20) comments that related to political input within education. Respondents shared concerns that education was being used as a political football, leading to a large number of quick reforms over a government term.

One respondent commented, “*Get a cross party agreement in place so as schooling is not a political football to the future with the ensuring disruption to the learning of our children.*”

A few comments suggested the nature of the report was ideologically driven with a “*strong political element to the recommendations.*” One respondent criticised the politicised manner in which the recommendations have been communicated to the public, “*Using the language of ‘officials’ and ‘bureaucrats’ when referring to Hubs, and ‘parents’ when referring to Boards of Trustees, is disingenuous ... use of these terms seems only designed to elicit an unthinking emotional response which serves only a political purpose.*”

There was also concern that Ministerial-appointed governance within Education Hubs could lead to “*political appointment of party hacks.*”

One respondent felt the current model allows schools to be sufficiently separated from political interference and that this would be threatened by the proposals.

Other comments related to the relationship between the government of the day and the Ministry of Education, suggesting that the Ministry were seen as “*policy enforcers*” rather than “*school supporters.*” They noted that the Ministry should be the stewards of the education system, but are seemingly too political due to its relationship with the Minister and the government. It was unclear to the respondents how this could be managed.

Key Issue 1: Governance

This was the largest key issue, with the most responses and comments received. There were a total of 2,922 respondents that chose to answer this section on Governance. The following discussion provides analysis of:

- the number of respondents that agreed or disagreed to the given questions;
- comments relating to the recommendations; and
- general comments about governance which do not relate to any specific recommendations.

The Taskforce has made the following recommendations to address the issues identified in Governance:

<u>Recommendation 1</u>	The roles of boards of trustees should be reoriented
<u>Recommendation 2</u>	Local Education Hubs should established
<u>Recommendation 3</u>	Education Hubs should be regularly reviewed

For the complete recommendations, please see pp. 48 in *Our Schooling Futures: Stronger Together* | *Whiria Ngā Kura Tūātitini*.

Recommendation 1: The roles of boards of trustees should be reoriented

This recommendation relates to the proposed reoriented roles and responsibilities of boards of trustees (boards), as well as other proposals around board membership and fees. The survey included four questions regarding this recommendation (shown in Figure 1 below).

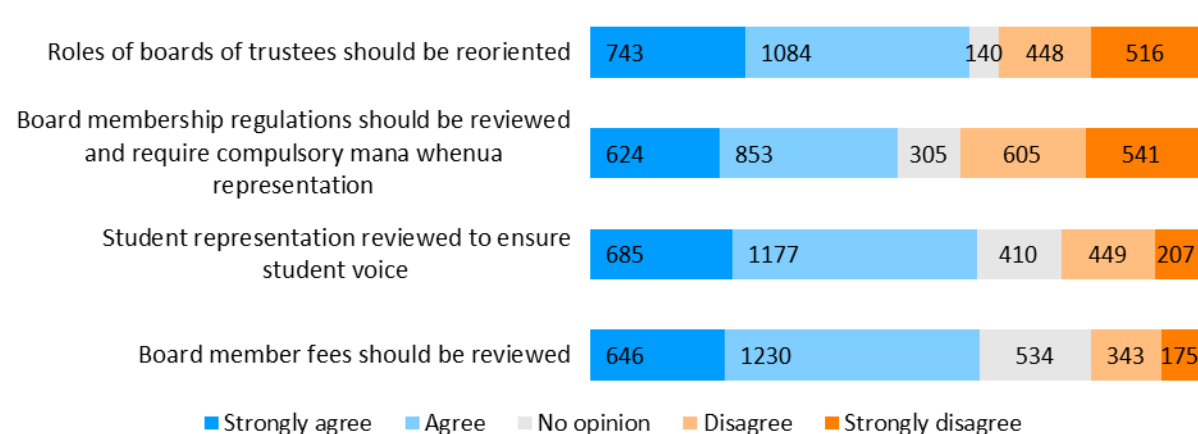


Figure 1. Recommendation 1 questions

Figure 1 shows the frequency of the respondents' (between 2,928 – 2,931 respondents) agreement and disagreement with each question relating to Recommendation 1. Around 60.0% of respondents agreed with the recommendations, except for question 2 regarding compulsory mana whenua representation on boards of trustees which had a lower level of agreement (50.4%).

Comparatively, of those who expressed no opinion, this ranged from 4.8% for the proposed roles of boards of trustees, to 18.2% for reviewing board member fees. For respondents who disagreed with the questions in this recommendation, the lowest level of disagreement was 17.7% for reviewing board member fees, and the highest was 39.1% for compulsory mana whenua representation on boards of trustees.

Differences in agreement

Due to the nature of some demographic groups being overrepresented within the survey, cohort groups were examined to look at the differences in agreement. Only differences greater than 10.0 percentage points have been reported.

Auckland

As the table below shows, the Auckland cohort had lower levels of agreement in comparison to the non-Auckland cohort. The percentage point differences between levels of agreement and disagreement tend to sit between 10.0 – 20.0, with the largest differences seen in question 2, relating to mana whenua representation. There were 60.1% of non-Auckland respondents that agreed with compulsory mana whenua representation on boards of trustees, compared to the 41.4% of Auckland respondents.

NOT GOVERNMENT POLICY

Auckland				Non-Auckland			
	Votes	Percentage	Aggregated agreement	Votes	Percentage	Aggregated agreement	Percentage point difference
<i>Roles of boards of trustees should be reoriented</i>							
Strongly agree	352	23.2%		391	27.6%		
Agree	486	32.1%	55.4%	598	42.2%	69.8%	14.4
No opinion	90	5.9%		50	3.5%		
Disagree	236	15.6%		212	15.0%		
Strongly disagree	350	23.1%	38.7%	166	11.7%	26.7%	12.0
<i>Board membership regulations should be reviewed and require compulsory mana whenua representation</i>							
Strongly agree	253	16.7%		371	26.2%		
Agree	372	24.6%	41.4%	481	33.9%	60.1%	18.7
No opinion	171	11.3%		134	9.5%		
Disagree	349	23.1%		256	18.1%		
Strongly disagree	366	24.2%	47.3%	175	12.4%	30.4%	16.9

Comments on the recommendation

There were a total of 480 comments that related to this recommendation. Respondents who answered the survey questions regarding Recommendation 1 were not required to provide comments, so these comments may not necessarily reflect the results shown in Figure 1 above. These comments related to a number of themes and sub-themes that are identified in the table below:

Themes	Sub-themes	Comments	Total comments
<u>Generally disagree</u>			117
<u>Generally support</u>			49
<u>Board of trustee membership and organisation</u>	Mana whenua representation on boards of trustees	48	72
	Review of board remuneration	15	
	Student representation on boards	9	
<u>Board of trustees' responsibilities</u>	Principal/tumuaki appointment and appraisals	41	116
	Providing advice on property, finances, and health and safety	37	
	Advice on localised curriculum and assessment	22	
	Advice on student wellbeing, belonging, and success and achievement	9	
	Advice on strategic and annual planning	3	
	Management and reporting on locally raised funds	2	
<u>Support for boards of trustees and the NZSTA</u>			25
<u>Board accountability</u>			20
<u>Board disestablishment</u>			6

Generally disagree to changing roles and responsibilities of boards of trustees

There were 117 general comments in opposition to the recommendation that roles and responsibilities of boards of trustees should be reoriented. The overall sentiment of these comments suggested that the recommendations should be better targeted to those schools that required additional support, and expressed preference for a localised model of school governance over a more centralised approach.

Of the 117 comments expressing general opposition, 29 comments acknowledged that some boards of trustees were not functioning well, but stated that support should be targeted towards those boards of trustees rather than a system-wide change. These respondents stated that the current model of parent-based governance functioned well, and that the Taskforce's proposed approach *"seems specifically tailored for certain segments of the community and is unnecessary/unwanted in other areas."* Some of these respondents expressed concern that the changes proposed would disadvantage high-performing schools and their boards of trustees, although it was often unclear as to how this would occur.

A further 19 comments supported localised governance over centralised models of governance, and opposed removing functions from school boards of trustees and centralising them in Education Hubs. Respondents expressed that removing some of the boards' responsibilities would result in a loss of school autonomy to a central agency. In addition to this point, another 19 respondents cited that school boards of trustees know their communities best, and therefore are best placed to respond to local needs.

There were 10 comments which expressed concern that the proposed changes would diminish the importance of the board of trustees, and they *"will be so watered down that they will feel powerless to make any meaningful change or contribution to schools."* Respondents suggested this would result in the trustee role becoming less attractive and it will be *"harder to attract Trustees."* They believed the diminished role *"will not provide the ability to develop a full range of governance skills."* One respondent commented, *"The proposed BOT structure sounds more PTA - like a fundraising committee rather than governance. I doubt schools will attract the needed expertise from their communities for this type of governance."*

The remaining comments were more general, expressing their disagreement but did not expand any further.

Generally support changing roles and responsibilities of boards of trustees

There were 49 comments in support of reorienting the roles and responsibilities of school boards of trustees, and a range of reasons why this would be a positive reform.

There were 10 comments from respondents who agreed that some school boards of trustees were currently underperforming and that they could be *"well-meaning"* but *"unfortunately do not have the collective capabilities required in regards to finances, property management etc."* One respondent mentioned, *"Totally support what you are proposing. I've been on a school board and my experience is that the financial, health and safety, and maintenance work is not well managed as the trustees (including myself) did not really understand their roles or portfolios. You need experts in these areas to do the job properly, not parents who happen to get elected by chance."* Further, another seven respondents noted that the reorientation of roles proposed would enable boards to *"be focusing more on the education provided."*

There were seven comments which expressed dissatisfaction with the performance of boards of trustees, and welcomed the recommendation as an opportunity to limit their influence. One respondent commented, *"Our principal does not regard himself as accountable, and treats board meetings as an inconvenience ... I would welcome an independent authority to hold principals accountable, to standardise reporting on student achievement, and to refocus board areas of focus on student achievement and equitable outcomes."* A further five respondents indicated that boards of trustees were failing to hold principals/tumuaki to account, and welcomed additional oversight from an outside agency such as Education Hubs.

Of the remaining comments, seven comments were from respondents who felt the role of a board member was too demanding, especially as they are often working parents, and the position was not well remunerated. A further three comments from respondents who believed that school boards of trustees were too insular at present, and welcomed the focus on the wider schooling network discussed in the report.

Board of trustees membership and organisation

There were 72 comments related to the boards' membership and organisation, with three sub-themes emerging: compulsory mana whenua representation on boards (48); a review of board remuneration (15); and student representation on boards (9).

Mana whenua representation on boards of trustees

There were 48 comments relating to the proposal that every board of trustees should be required to have mana whenua representation.

There were 21 comments that opposed the recommendation. Some respondents opposed to the proposal on principle as they considered the policy would be discriminatory or would inhibit democratic processes. Others opposed the proposal because they expressed that *“race-based appointments e.g. Maori and iwi politics have NO place in our education system.”* One respondent commented, *“The requirement to have Maori on the boards of all schools independently of any election is grossly inappropriate and demeaning to Maori, implying that Maori require this paternalistic approach and are unable to compete on our own merits. In the 21st century this is wrong.”*

On the other hand, there were 15 comments which supported the recommendation around mana whenua representation on boards. One respondent commented, *“It is critical to ensure future boards have Māori/tangata Whenua representation to ensure Maori (and pasifika) interests are taken into consideration.”*

The remaining comments were mixed; some respondents agreed with the principles that sat behind the recommendation, but questioned how it would be implemented in practice. There were 10 comments about the burden that compulsory board membership potentially placed on mana whenua and that *“there would need to be more Mana Whenua facilitators and the role should be funded where needed.”* Other concerns raised by respondents included: there may not be a suitable iwi representative available for each board of trustees, and Māori parents may feel pressured to participate when they may not want to. One respondent commented, *“A question for Hubs, BoTs and mana whenua is ‘How do we work together without demanding, exhausting or ‘re-colonising’ mana whenua resourcing and capacity?’”*

Respondents indicated that potential solutions to address these concerns were not clearly outlined in the report. There were four respondents who suggested that, due to funding and resourcing shortages, mana whenua representation may be better managed at another level, such as in Communities of Learning | Kāhui Ako, or Education Hubs.

Seven respondents emphasised the multicultural nature of New Zealand schools, and believed that all cultures within a school should be reflected on the board of trustees. One respondent commented, *“If the school didn't have any Maori students they shouldn't have to have a Maori board member and boards should be representative of the community they serve so other Asian or ethnic members encouraged to boards too.”*

Five respondents discussed the complexities of establishing a mandate for mana whenua, and of mana whenua representation in a pan-tribal setting. One respondent commented,

“There is an inherent assumption that 'mana whenua' associated with local iwi identity will be the Māori representative that the community will view as having the mana to hold that role. In many pan tribal and urban settings or where there are multiple iwi stakeholders this is not necessarily the case. If 'Mana Whenua' in this survey means appropriate Māori representation, I agree. If it means whoever the local iwi puts up but the community actually recognises the mana of someone different, then I disagree strongly.”

Review of board remuneration

There were 15 comments about the recommendation that board members' fees should be reviewed to properly acknowledge their work and contributions. Three of these respondents were in favour of this recommendation, seven opposed, and five expressed no clear view.

Six respondents said that the current remuneration for trustees did not reflect the work involved in the role, however, did not necessarily want board members' fees to increase. There appeared to be tension between incentivising and remunerating board members appropriately to reflect their work, without driving behaviours such as attracting people to the role for the wrong reasons, such as money rather than community service.

The remaining comments suggested that some board members were uncomfortable taking remuneration from school operational grants.

Student representation on boards

There were nine comments relating to the recommendation that student representation on boards should be reviewed to ensure enhanced opportunity for student voice, but no clear sentiment emerged from these comments. Several respondents felt there should be differentiation between student representation at primary and secondary school.

Board of trustees' responsibilities

This theme related to the proposed roles and responsibilities for boards of trustees. Respondents commented on the boards' role in principal/tumuaki appointments and appraisals (41); advice on property, finance, health and safety (37); advice on localised curriculum and assessment (22); student wellbeing and achievement (9); school strategic and annual plan (5); and managing locally raised funds (2).

Principal/tumuaki appointments and appraisals

There were 41 comments relating to school boards sharing responsibility for principal/tumuaki appointments with the proposed Education Hubs (31), and boards of trustees having input into principal/tumuaki performance reviews (10). There were 16 respondents who opposed the recommendation, whereas eight respondents expressed support, and seven respondents expressed no clear view. The role of Education Hubs in appointing principals/tumuaki is discussed in further detail in “Principal/tumuaki employment and appointment” at pp.53.

Respondents that disagreed with the proposed role of boards in principal/tumuaki appointment generally did so for two common reasons:

- the perception that school boards of trustees would have diminished importance; and
- school boards of trustees were more attuned to the needs of their community, and best placed to select a local school leader.

Support for the recommendation was often based on the belief that boards of trustees lacked education sector experience and that the proposed Education Hubs would bring this experience to principal/tumuaki selection panels. Several respondents spoke of school boards of trustees choosing inappropriate candidates for principal/tumuaki positions, with no oversight or accountability. One respondent commented, *“I have always found it completely absurd that a group of parents who have no knowledge of curriculum, assessment and educational innovations are tasked with choosing the educational leader of the school. This job should be done by other educational professionals - perhaps Hub managers and senior leaders from the school itself.”*

There were a range of comments about the composition of the principal/tumuaki selection panels, and the right of final approval proposed for school boards of trustees. Some respondents predicted there would be difficulties if neither the board of trustees nor the Education Hub held a clear majority on the principal/tumuaki selection panel. One respondent commented, *“I agree with the BOT having up to half the panel on a Principals' appointment panel - however that 'last say' in the decision is a tricky one. Should it not be a majority 'vote' on the appointment of who the Principal will be? What happens if the BOT don't agree with the panel's recommendation? Isn't this the same as the BOT selecting the principal?”*

Several respondents indicated that boards of trustees should have no role in appointing principals/tumuaki.

Principal/tumuaki performance appraisals

There were a further 10 comments relating to the recommendation that boards of trustees should have input into principal/tumuaki performance reviews. However, no clear sentiment emerged from these comments. The most common concern raised was how boards of trustees could ensure accountability of principals/tumuaki if they were not the employer.

Another key concern raised was whether boards had the expertise to contribute to principal/tumuaki performance reviews, and if they were sufficiently objective in their appraisals. One respondent commented, *“Principal appraisal needs to move from a bunch of old principals making a bit of pocket money in retirement appraising their mates to a professional one stop shop which hopefully the Hubs would provide. This would benefit the principal and their professional development and greatly aid boards struggling with the responsibility of appraising probably the highest paid person with the most power in a small community with no professional background.”*

Providing advice on property, finances, health and safety

There were 37 comments relating to the recommendation that school boards of trustees should provide advice on property, finances, and health and safety.

Property

There were 17 comments related to the recommendation that school boards of trustees should have fewer school property responsibilities, and that Education Hubs should assume those responsibilities. The majority of comments (12) supported this, the most common reason cited as the responsibility for property was a burden for boards of trustees that distracted them from student wellbeing and learning outcomes. Another reason given was that *“school boards should not be responsible for building projects at their school because they do not have the expertise to do so,”* in particular for larger projects and new builds. One respondent felt the Ministry should resume responsibility for school property. Another respondent commented, *“The leaky building issue in new buildings in schools is a disaster of*

MOE giving outside contractors too much influence. Bring back the MOE architects and contractor supervision. Back in the day the school buildings e.g. schools in 1954 were very well designed and built and are in different places in the country but they are well designed and still meeting student needs today."

There were two comments about the individual property requirements of special character and state-integrated schools. Respondents believed that *"the recommendations don't adequately provide for special character schools and their relationship with properties."*

Finance, and health and safety

There were eight comments relating to the recommendation that boards of trustees should have fewer responsibilities for school finances. Of these, five supported a reduced role, and three opposed. Those who supported the recommendation stated that financial management required a specialised skillset, and that it would be appropriate for an Education Hubs or other outside providers to assume those responsibilities. *"I strongly agree with things such as property and finance (assuming some strategic and direction-setting decisions are feed through the board first) being managed else-where. These are specialised areas that don't require parent/community input."*

There was little feedback on the proposal that boards of trustees should provide advice to principals/tumuaki on health and safety. Some respondents spoke more broadly about the legal responsibilities and liabilities assumed by boards of trustees. One respondent commented, *"Parent trustees are asked to take on huge legal responsibility on a largely voluntary basis that they may or may not be qualified to undertake. This is particularly apparent in employment matters and Health and Safety. As a legally trained trustee I was delegated a huge amount of work because I was best placed to do the work in accordance with due process. Many schools would not have this expertise available on the make ups of their boards."*

Advice on localised curriculum and assessment

There were 22 comments on the recommendation that school boards of trustees should provide advice on localised curriculum and assessment practices. Of these, 13 respondents opposed the recommendation, three supported it, and six expressed no clear opinion.

The main concern raised by those who opposed the recommendation was the capability of school boards to advise on curriculum and assessment practices. Most respondents opposed to the recommendation stated that school boards of trustees lacked the pedagogical knowledge to advise the principal/tumuaki on these matters.

Advice on student wellbeing, belonging, success and achievement

There were nine comments about the recommendation that boards of trustees should provide advice on student wellbeing, belonging, success, and achievement.

Opinions were divided on the proposal, with four in support, three against, and three expressing no clear view. One respondent commented, *"As a student representative on the board, I think the board spends too much time and focus on the property, finance and discipline aspects, and areas such as student wellbeing are often overlooked"*

Five comments focused on the skills and experience needed to advise effectively on these matters, and some respondents questioned whether members were *"qualified to do this and how would they measure student wellbeing"* as many are not educators.

Advice on school strategic and annual planning

There was little feedback on the recommendation that boards of trustees should provide input into the school's strategic and annual plan. Three respondents agreed with the proposal.

Several respondents questioned the value boards being involved in strategic and annual planning. One respondent expressed concern if the key levers a board currently uses to ensure the strategic plan is followed (principal/tumuaki appraisal and budget approval) are removed from their role, there may be little value in boards of trustees being involved in strategic planning.

Management and reporting on locally raised funds

There were two comments about the proposal that boards of trustees should be responsible for locally raised funds. While agreeing boards of trustees should manage locally raised funds, these respondents felt it was confusing to separate out that function from other funding and resourcing decisions which would be removed from the board's responsibilities.

Support for boards and the New Zealand School Trustees Association (NZSTA)

There were 25 comments about the support available for boards of trustees and the role of the NZSTA. Of these, the majority (19) spoke about the importance of supporting and training trustees. Several comments stated that boards of trustees should retain their current responsibilities, *"but there should be a lot more support for schools that struggle with Governance."*

Nine respondents discussed the role of NZSTA. Several questioned whether the NZSTA would be affected by the proposed changes, and whether Education Hubs would assume responsibility for supporting and training trustees and if so, how this would work in practice.

Board accountability

There were 20 comments about boards being accountable, and the proposal that Education Hubs would have the power to dismiss school boards. Some respondents welcomed Education Hubs having oversight of board actions, such as managing school funding, and the ability to hold boards and principals/tumuaki accountable.

There were concerns raised about board of trustee elections, and whether boards were adequately representative of diverse communities. One respondent felt that *"the current school board scheme is not fit for purpose,"* where advantaged families are more likely to be elected, and thus being more advantaged, and some board members elected by virtue of there being no other candidates. This respondent felt that appointed boards may lead to *"better chances those with disabilities or from minority groups are represented."*

Other respondents expressed concern that Education Hubs would have undue powers to dismiss elected representatives, and that current democratic processes were sufficient to ensure accountability.

Board disestablishment

There were six comments stating that boards of trustees should be disestablished. Several respondents saw the proposed removal of responsibilities from boards of trustees as the first step towards disestablishment. These respondents felt the recommendations were *“an attempt to set them up to fail in the future so they can be disestablished and schools controlled more centrally.”*

Recommendation 2: Local Education Hubs should be established

This recommendation was the most widely discussed recommendation within the survey. It related to the establishment of Education Hubs and its organisation, functions, and responsibilities. The survey had 11 questions related to this recommendation. The questions contained many detailed parts which were criticised in the comments, these have been discussed in greater detail in the [“Methodology”](#) section on pp.10.

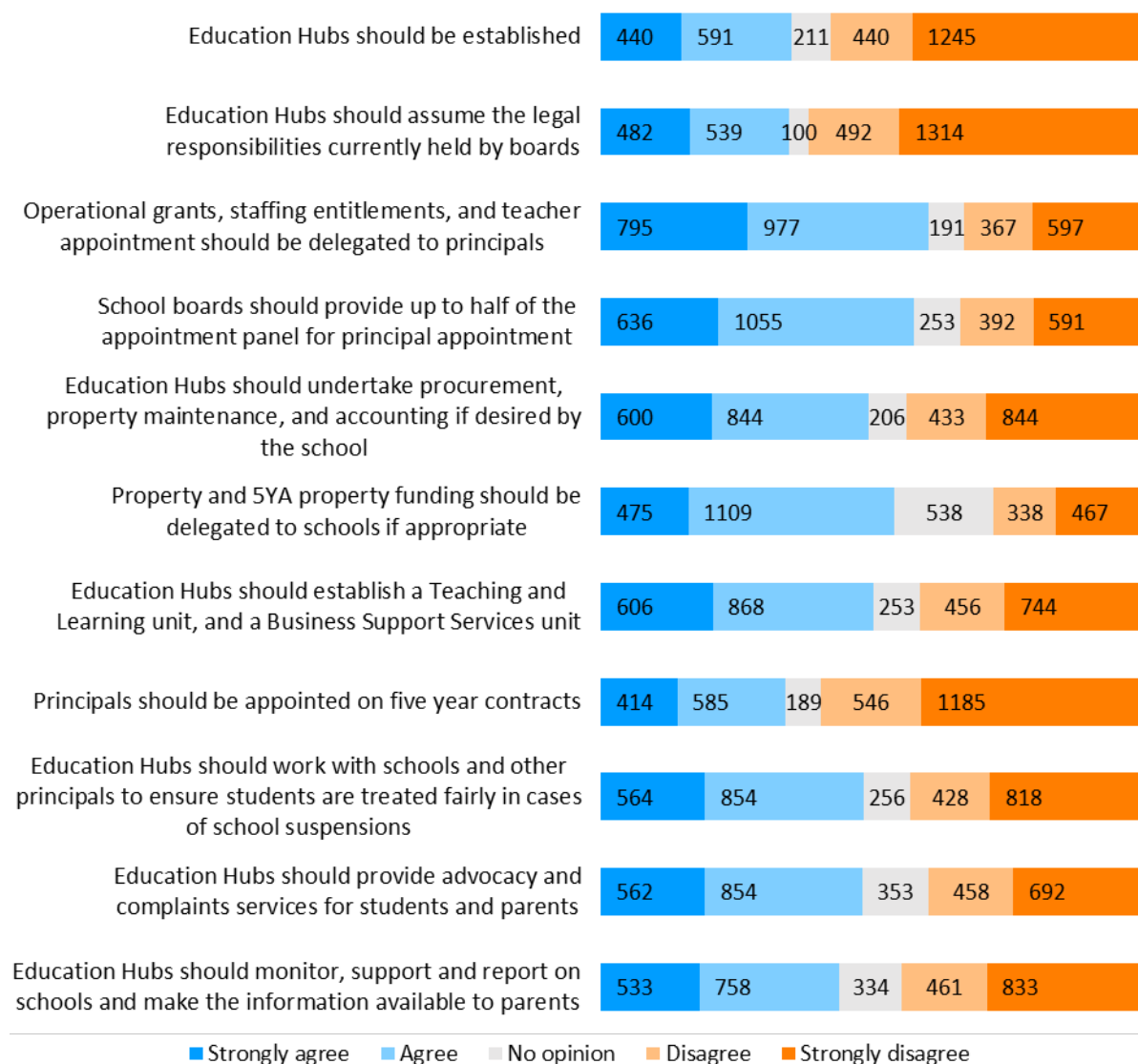


Figure 2. Recommendation 2 questions

Figure 2 shows the frequency of the respondents' agreement and disagreement (between 2,919 – 2,927 respondents) with the 11 questions in the survey. Proposals to delegate principals/tumuaki the responsibility of operational grants, staffing entitlements, and teacher/kaiako appointments, and principal/tumuaki appointment received the highest levels of agreement with 60.5% and 57.8%, respectively. There was 54.1% agreement amongst respondents for the proposal that property and 5YA property funding would be delegated back to schools, if appropriate.

The following question received the lowest levels of agreement, with a clear majority of respondents disagreeing with the recommendations:

- Education Hubs should be established (35.2% agreement and 57.6% disagreement)
- Education Hubs should assume the legal responsibilities currently held by boards of trustees (34.9% agreement and 61.7% disagreement)
- Principals/tumuaki would be appointed to schools on five year contracts (34.2% agreement, 59.3% disagreement)

Differences in agreement

As earlier cited in Recommendation 1, due to the nature of some demographic groups being over-represented within the survey, cohort groups were examined to look at the differences in agreement. Only differences greater than 10.0 percentage points have been reported.

Auckland

Due to its size, the complete table comparing Auckland and non-Auckland respondents has been included in [Annex 1](#). Every question in the survey related to this recommendation showed a percentage point difference greater than 10.0.

The Auckland cohort had lower levels of agreement and higher levels of disagreement in comparison to the non-Auckland cohort. The percentage point differences for the questions in this recommendation range between 14.5 – 26.5 percentage points. This has shown that non-Auckland respondents have more mixed views to contentious questions, and higher degrees of agreement for other questions.

Questions relating to Education Hubs being established, and taking the legal responsibilities currently held by boards of trustees received no majority of agreement or disagreement for non-Auckland respondents. However for Auckland respondents, there were clear majorities of disagreement.

Questions relating to Education Hubs undertaking procurement, property maintenance, and accounting; learning and business support within Hubs; school suspensions; and monitoring, supporting and reporting on schools all showed a majority of agreement for non-Auckland respondents, and a majority of disagreement for Auckland respondents.

State-integrated schooling

As the table below shows, those who indicated as being connected to a state-integrated school had lower levels of agreement in comparison to those not involved with state-integrated schooling. The percentage point differences between levels of agreement were below 10.0 percentage points, with no majority of agreement for either group. However, there was a majority of disagreement for those connected to state-integrated schooling (53.6%) compared to 40.8% for other respondents.

State-integrated schooling				Other schooling			
	Votes	Percentage	Aggregated agreement	Votes	Percentage	Aggregated agreement	Percentage point difference
<i>School suspensions</i>							
Strongly agree	74	17.2%		490	19.7%		
Agree	105	24.4%	41.5%	749	30.1%	49.8%	8.3
No opinion	21	4.9%		235	9.4%		
Disagree	79	18.3%		349	14.0%		
Strongly disagree	152	35.3%	53.6%	666	26.8%	40.8%	12.8

Comments on the recommendation

There were a total of 1,540 comments that related to this recommendation. It was not required in the survey to give comments, so these comments may not necessarily reflect the results of the graph. These comments related to a number of themes and sub-themes that are identified in the table below:

<i>Themes</i>	<i>Sub-themes</i>	<i>Comments</i>	<i>Total comments</i>
<u>General support for the establishment of Education Hubs</u>	Overall support	62	
	Qualified support	28	90
<u>General disagreement to the establishment of Education Hubs</u>	General disagreement	125	
	Education Hub conception and implementation	176	
	Alternatives to establishing Education Hubs	188	494
<u>Organisation and governance of Education Hubs</u>	Constructive/Critical	141	
	Disagree with the recommendation	71	
	Support for the recommendation	61	215
<u>Principal/tumuaki employment and appointments</u>	Five year contract	242	
	Principal/tumuaki appointment	57	
	Request for more detail	28	343
<u>Education Hubs staffing: resourcing and support services</u>	Staffing	87	
	Resourcing	4	
	Supportive services	7	98
<u>School suspensions</u>	Disagree with the recommendation	33	
	Support for the recommendation	27	
	Other views	8	66
<u>Education Hubs to review schools</u>			31
<u>Advocacy and complaint services</u>	Support for the recommendation	16	
	Disagree with the recommendation	9	29
<u>Pedagogical support</u>			3

General support for the establishment of Education Hubs

There were 90 responses which generally supported the recommendation that Education Hubs should be established. Of these, 62 comments expressed support for their establishment, and a further 28 comments expressed some support and made further comments and suggestions.

Overall support

There were 62 comments which expressed general support for the recommendation that Education Hubs should be established. Respondents provided a range of reasons for their support under the following topics:

- Education Hubs should assume responsibilities from school boards of trustees;
- Coordinated support service provision;
- Addressing competition in the education system;
- General supportive comments; and
- Education Hubs can provide alternative career pathways.

Education Hubs should assume responsibilities from school boards of trustees

There were 28 comments which were supportive of Education Hubs assuming legal responsibilities and control of schools from boards of trustees. Respondents provided a range of reasons for their support.

Of these, 18 comments expressed the view that many school boards of trustees, and even principals/tumuaki, did not have the necessary expertise to handle aspects of school governance such as property and staffing budgets and that schools would benefit from Education Hubs assuming these responsibilities. One comment pointed out that some boards of trustees do not understand finance and HR issues. Another comment stressed that administrative matters should be *“carried out by seasoned professionals who have the authority to intervene when things go awry,”* leaving parent trustees to focus on issues such as school character, well-being and curriculum.

There were five comments which indicated that some boards of trustees were too prone to trustees' self-interest and favouritism. One comment expressed concern that board *“membership tend to be very one sided and do not always have the school, staff or pupils within its best interest.”* One of these comments indicated that if an external Education Hub was to assume school board responsibilities, this would help to reach faster and more effective decision making.

There were two comments which indicated that, along with a lack of expert knowledge, many school boards of trustees misunderstand the concepts of governance and management which can cause friction in the board-principal relationship. These respondents felt that this issue could be addressed by Education Hubs, staffed by professionals, assuming responsibilities for governance functions and providing greater government oversight.

There were two comments which expressed concern that school boards of trustees are not representative of their communities, and thus fail to promote fairness and equity.

Coordinated support service provision

There were a further 22 comments which expressed support for establishing Education Hubs as a means of providing coordinated support services and expertise to schools.

Of these, 14 comments were positive about Education Hubs providing: guidance to principals/tumuaki regarding property management; employment and HR support to the school manager; professional learning and development for teachers/kaiako; curriculum and pedagogy support; IT services; business support; and support for schools to recruit experienced board of trustee members. There was also support for Education Hubs to help schools with planning, with one commenter stating, *“Hubs could utilise best practice so as assessment, reporting, planning, charter, strategic plans, annual plans could be templated for schools in the Hubs to utilise, adhere to.”* One respondent suggested that Education Hubs should be renamed as *“resource Hubs”* as this would emphasise the support focus of the Education Hubs and avoid resistance from schools.

Six of these comments commended the proposed Education Hubs as a pragmatic approach to providing coordinated support and advice to schools meaning there would be no need to *“replicate and re-inventing the wheel from school to school...”* These respondents felt that centralising support and expertise within an Education Hub structure could help to mitigate capability shortfalls on school boards of trustees. One respondent also felt that the Education Hubs could provide schools with services they are not currently receiving.

Two comments expressed that if Education Hubs provided centralised support and advice to schools, this would ease the administrative burden currently placed on principals/tumuaki. One respondent, a principal/tumuaki, stated *“we spend a huge amount of our time as property and personnel managers, as legal clerks and low-grade accountants, as purchasers of professional services and negotiators of penny-pinching contracts. What we really want to spend our time on – and are qualified to do – is growing the professional capacity of our teachers and the well-being and learning of our students.”*

One respondent commented that consolidating support and expertise within the Education Hub structure would benefit school boards of trustees, enabling them to *“focus on the needs of the school, students, teachers etc, and relieves them of the time and knowledge required to effectively manage risks and liability.”*

One respondent supported locating evaluation functions within regional Education Hubs rather than central government, stating this *“allows a local response, for example, from learning & teaching support staff where it is required.”*

Addressing competition in the education system

Seven comments referred to the establishment of Education Hubs in relation to the competition between schools in the current education system. The overall sentiment expressed in these comments suggested that Education Hubs can ensure that schools facilitate greater sharing of expertise across the education sector, leading to more equitable educational outcomes. The ideas in these comments were similar to those discussed later in this report, please see “General comments on Choice and Competition” on pp.103.

General supportive comments

There were a further three comments which expressed general support for the establishment of Education Hubs without providing specific reasons for that support. Two of these comments mentioned that, in supporting the recommendation to establish Education Hubs, the respondents rejected the negative position put forward by their local school. One respondent commented, *“Our local decile 10 Board and Principal are against the changes and spreading a lot of propaganda against the idea. Makes it more obvious that some external monitoring is required!”*

Education Hubs can provide alternative career pathways

There were two comments which were optimistic that if Education Hubs were established, they could provide alternative and flexible career pathways for principals/tumuaki and teachers/kaiako.

Qualified support

There were 28 comments which supported the recommendation to establish Education Hubs, but expressed certain reservations in relation to the practical implementation of reform for the Education Hub model, the functions of the Education Hubs, and the potential for creating additional bureaucracy.

Practical implementation issues

There were 22 comments which, although generally supportive of establishing Education Hubs, expressed concerns regarding the practical details and implementation of the Hubs.

There were seven comments that expressed concerns about the proposal that each Education Hub would have oversight of 125 schools. Six of these comments questioned whether this was too many schools. Some of these respondents queried whether Education Hubs could be tailored geographically. One comment took the opposing view and questioned whether 125 schools per Education Hub would *“provide sufficient critical mass to furnish and sustain a high level of expertise.”*

A further five comments queried whether Education Hubs would have sufficient knowledge of, and be representative of, school communities. The overall concern was that Education Hubs would provide a one size fits all solution which would not reflect the identity of the individual school and its community. One of these comments stated that while one size fits all *“may be more economic to implement that, it can [lead] to minorities missing out and diversity being squashed.”*

Four comments related to issues about the staffing requirements for Education Hubs. These respondents felt the Education Hubs would need to be staffed with capable and well trained people in order to provide the support needed. One respondent questioned where such qualified people would come from.

Of the remaining comments, two comments expressed concern that the work required to implement Education Hubs may place further demands on teachers/kaiako. Another two comments related to funding, suggesting that restructure alone was not the solution and that, to be effective, Education Hubs would need to be well funded and resourced.

One comment questioned how the recommendations would affect state-integrated schools given that they own their own properties. One respondent stated that although they mostly agreed with the recommendations, *“a lot of things would need to be worked out to operationalise these changes, especially the formation and operation of the Hubs.”*

Education Hubs should not assume certain responsibilities

There were four comments which, although generally supportive of the establishment of Education Hubs, considered that Education Hubs should not hold certain functions. Two of these comments indicated that Education Hubs should not be responsible for recruitment of teachers/kaiako. One of these comments agreed that Education Hubs should appoint the principal/tumuaki but *“not teachers unless requested. This is a decision for schools.”* The other comment suggested that recruitment of teachers/kaiako should be *“delegated to school department and faculty heads instead of the principal.”*

One comment argued that Hubs should only assume governance functions from struggling school boards of trustees while *“governance of the school should remain with the board of trustees where they are doing a good job.”*

One comment stated that there should be flexibility for schools to *“review and manage their own expenditure when unexpected expenditure occurs.”*

General disagreement to the establishment of Education Hubs

There were 494 responses which expressed general opposition to the recommendation that Education Hubs should be established. Three overarching themes emerged for these comments: general disagreement (125); Education Hub conception and implementation (193); and alternatives to establishing Education Hubs (188). The sum of these numbers do not equal the total number of comments due to the tendency for respondents to make a number of similar comments within their response.

General disagreement

There were 125 general comments opposing the establishment of Education Hubs. These comments were short statements such as “*No to Hubs*” and provided little substantive detail about why the respondents opposed Education Hubs.

Education Hub conception and implementation

There were a total of 193 comments made about Education Hubs conception and implementation. Respondents gave a range of concerns over the idea of an entity between the central education agencies and schools: added bureaucracy (138); loss of community voice and school character (174); loss of school autonomy (72); practical implementation of Education Hubs (39); the education system is already working well (36); Education Hubs will be costly to implement (35); Education Hubs should provide support only (11); Education Hubs will not help Māori and Pacific students (6).

Education Hubs would lead to added bureaucracy

There were 138 comments which expressed opposition to the establishment of Education Hubs on the basis that it would create an added layer of bureaucracy in the education system.

The majority of these comments provided a range of reasons for the opposition including that an added layer of bureaucracy:

- would be costly and the money would be better spent on things such as teacher/kaiako pay and supporting schools directly;
- would not actually effect any change or improve school performance and student achievement;
- would add extra processes and cause delays for schools seeking support;
- was not necessary as many schools were performing well and there were already mechanisms in place to help underperforming schools; and
- would take good teachers/kaiako out of classrooms.

There were 35 comments which were general in nature and did not provide a reason for the concerns about bureaucracy.

There were 18 comments which suggested that the added bureaucracy involved in establishing Education Hubs is not necessary as the current Ministry of Education, with its regional offices could implement the recommendations. One respondent mentioned that Christchurch has already started to work on zoning with the existing Ministry of Education regional offices.

Community voice and school character would be lost in a Hub model

There were 174 comments opposed the establishment of Education Hubs on the basis that they would create a “one-size-fits-all” model, leading to a loss of community voice and school character. The following reasons were given by respondents:

- The proposed Education Hubs would limit community and parent input into and “ownership” of their children’s schooling. These respondents felt that parents and community members were better placed to make decisions about the school as they knew the school’s culture and needs (52).

- Education Hubs would be too far removed from individual schools. The overall sentiment in these comments was that, as the proposed Education Hubs would be responsible for a number of schools, they would not understand the unique needs of each individual school well enough to provide support and guidance. Respondents expressed concern that the proposed Education Hubs would have the power to direct schools, even without such in-depth knowledge about the school's individual circumstances (45).
- Education Hubs were perceived as a one size fits all approach. Respondents disagreed with their establishment on the basis that it would create a homogenous system and strip away the special character of individual schools. Several of these comments were made by parents of children attending special character schools such as Catholic state-integrated schools, who expressed concern that the special character of their children's school would be removed or diminished. Some of these comments argued that the Education Hub model was incompatible with the special nature of state-integrated schools. Some comments also argued that the perceived standardised approach of the Hub model will stifle innovation in schools (36).
- Education Hubs would not understand the unique differences between regions (rural/urban) and the needs of different communities (26).
- There were eight comments that opposed the proposed Education Hubs on the basis that they would homogenise the system and limit community voice in how schools are managed. These respondents worried that centralisation would disengage the community and whānau.
- There were comments which argued that board of trustee members were better suited to manage schools as they were more representative of the individual school community than personnel in the proposed Education Hubs. Several of these comments also opposed Education Hubs as they were seen to limit parental involvement.

Schools would lose autonomy

There were 72 comments which opposed the proposed Education Hubs on the basis that they would limit school autonomy.

Of these, 49 of these comments expressed the general sentiment that individual schools (their boards of trustees and principals/tumuaki) should retain control of school functions such as planning and teaching and learning. Three of these comments considered that Education Hubs would prevent schools from being able to make quick and/or good decisions. One comment stated that external agencies should only be involved if a school fails to manage its business in-house.

There were eight comments which expressed concerns that the proposed Education Hubs would be detrimental to school autonomy as they would exercise too much control over school functions. Two of these respondents expressed concern about Education Hubs exerting control over a school's staffing decisions – i.e. moving teachers/kaiako and principals/tumuaki between schools.

There were five comments that expressed general opposition to the proposed Education Hubs as a means of centralising control of education. One comment stated that centralisation will not work as it did not work prior to the Tomorrow's Schools reforms and one comment warned that centralising power in the education sector will be detrimental for children.

There were three comments relating to the accountability of schools. These respondents felt that the proposed Education Hubs would remove school accountability. Two of these comments urged that schools needed to be accountable to boards of trustees rather than

Hubs. One comment suggested that schools need to report directly to the Ministry of Education.

Practical implementation of Education Hubs

There were 39 comments related to concerns about the practical implementation of Education Hubs.

Of these, 12 comments expressed concerns about the proposal that each Education Hub would have oversight of 125 schools. Respondents questioned how the Hub could manage such a large number of schools across a region.

A further eight comments expressed concerns about how the Hubs would be staffed. Five of these comments questioned where the Hubs would source their staff and one comment expressed concern that good teachers/kaiako would be taken out of classrooms to work in Hubs. Two further comments questioned what qualifications and expertise Hub staff will need to be effective.

Of the remaining 11 comments, there were three general comments that Hubs would not be practical. These comments provided no substantive reasons for why the respondents considered the proposal to be impractical.

A further three comments expressed concern that Hubs may become biased or self-interested, leading to uneven distribution of resources and expertise to schools. One respondent considered that if Hubs managed both primary and secondary schools, then primary schools may end up with *“majority rule over secondary schools as representation would be overwhelmingly biased over for example governance, financial decisions etc.”*

The education system is already working well

There were 36 comments which opposed the establishment of Education Hubs on the basis that the respondents considered the education system was currently working well and there was no need for change. The overall sentiment expressed by these respondents was that the recommendations sought to fix something which is not broken.

There were 13 comments which argued that the current education system was functioning well. The majority of these comments (11) were general in nature. Two comments provided specific examples of what the respondents felt was working well. One of these comments stated that in Te Tai Tokerau, the Ministry of Education regional offices were already working collaboratively with the community. One comment stated that many aspects of the recommendations were already being done well by schools and communities of learning.

A further 17 comments argued that in the current system, most school boards of trustees were functioning well and therefore Education Hubs were not necessary. The general sentiment of these respondents was that Education Hubs would be a one size fits all solution which would ignore the success of many school boards of trustees.

Three comments expressed concern that the establishment of Education Hubs would damage the current education system. One comment was general in nature, stating only that Education Hubs *“would make things worse.”* The other comment argued that Education Hubs would *“not bring the failing schools up. They will only bring the successful schools down.”*

Two comments disputed the Report’s evidentiary basis for the proposal to establish Education Hubs. These comments rejected the Report’s statement there is no evidence to

suggest achievement has improved in recent years. One comment pointed to the NZQA annual report as evidence that attainment is rising and the other comment compares the respondent's own experience and that of their child attending the same school stating *"the changes I see in the quality of the teaching, the attitudes of the students and the overall development of the school's range of learning and support services all indicate to me as a parent that this school is headed in the right direction and well meets the needs of its students and their parents."*

Two comments stated that the recommendations made in the Report were already being implemented in the current education system and therefore there was no need to establish Education Hubs.

Schools that are performing well

There were 17 comments discussing the implications of the proposed organisation of roles, for high performing schools. Respondents stated that most schools are operating well and that many boards of trustees are highly capable in their governance roles. These comments expressed concern that Education Hub involvement could compromise the high performance of those schools currently operating well.

Ten of these comments acknowledged that a small number of schools were struggling and saw the potential for Hubs to provide valuable support and services to the boards of trustees and principals/tumuaki of struggling schools. Respondents suggested that schools with proven success should be able to opt-out of the Hub model.

Five comments stated that the centralised nature of the Hub model would discourage high performance and alluded that such a system would lower the performance of schools at the top end of the scale.

Two comments suggested that schools should be able to choose their level of governance. Schools that can demonstrate good governance abilities should have limited Hub involvement while those that need support with certain functions can acquire the relevant support from Hubs.

Education Hubs will be costly to implement

There were 35 comments which opposed the establishment of Education Hubs due to the cost of implementing the model.

The majority of these comments (25) expressed concern that implementing the proposed Education Hubs would be an added cost to the taxpayer. Most of these comments were general in nature. Two of these comments pointed to the Education Hubs employing and remunerating qualified staff as a major added cost.

Four comments expressed concerns that implementing the proposed Education Hubs would take away funding from other areas of the education system such as teacher/kaiako pay and student support.

Two comments related to the cost-benefit balance of implementing the proposed Education Hubs. These respondents were not convinced that the cost involved in restructuring the system to setup the Education Hubs would ultimately provide value for money. One respondent compared the proposed Education Hubs to the Auckland super city model, stating *"compare with Auckland Super City which is costing the ratepayer megabucks for than under the old Borough Council system. Auckland Super City cost savings is not anywhere near what it said it would be and this will be the case in the Education Hubs."*

One comment expressed concern that the Taskforce's Report did not provide costing information for implementing the proposed Education Hubs.

One comment warned that the proposed Education Hub model could end up like the District Health Board system, "*underfunded and stretched.*"

Education Hubs should provide support only

There were 11 comments which generally opposed the establishment of Education Hubs but noted that if they were to be established, they should provide support rather than exercising control over schools.

Education Hubs will not help Māori and Pacific students

There were six comments which expressed reservations about the impact of Education Hubs on iwi, whānau and Māori learners/ākonga.

Two comments expressed general mistrust in additional government oversight of Kura. One respondent expressed frustration about the reduced funding for Kura Kaupapa settings. A further two comments stated that the implementation of Education Hubs will not help Māori and Pacific students' participation in education.

Three comments related to Māori participation in the Education Hub model. One of these comments indicated that the Education Hub model takes a homogenous view of Māori communities and does not recognise that they are not one people but rather grouped according to iwi and hapū with the "*right to develop their own kawa and run themselves.*" One comment asked what role iwi/hapū will play while another comment expressed concerns about the recommendation that each school board of trustees should have mana whenua representation and that disciplinary proceedings for Māori and Pacific students would be handled at the Education Hub level.

Alternatives to establishing Education Hubs

Several of the comments which opposed the establishment of Education Hubs suggested that there were alternative ways to raise student learning and improve the education sector as a whole. These suggested alternatives are discussed below.

Focus on under-performing schools only

There were 61 comments which suggested, rather than establishing Education Hubs which would affect all schools, the efforts should be targeted to raising performance of struggling schools.

The majority of these comments (55) argued that schools with boards of trustees which were functioning well did not need Education Hubs and the money could instead be directed at helping underperforming schools. Many of these respondents felt that Education Hubs, while they could help poorly performing schools, this would come at the expense of schools which are currently performing well. Two of these comments were from parents of children attending schools with high performing boards of trustees, one stating, "*Taking away the current governance with an Education Hub will bring down the performance of the school.*"

One comment suggested that rather than interfering with the structure of schools which were already performing well, an alternative model, or a "*lighter touch*" could be used for these schools. Another comment argued that rather than interfering in schools which are performing well, we should look at what is working well in the system first.

Provide targeted funding

There were 57 comments which suggested more targeted funding should be allocated to address specific education system issues.

Of these, 20 comments suggested that funding should go towards increasing teacher/kaiako pay instead of implementing structural changes (Education Hubs). The reasons given are similar to ideas given in “Teacher/kaiako pay, working conditions, quality, supply, and status”, therefore to avoid duplication, please see pp. 144 for more detail.

There were 35 comments which suggested more funding should be directed to schools rather than restructuring the education system. Twelve of these comments were general in nature and identified no specific aspect of schooling which required additional funding. Several of these comments identified that learning support should be funded better. One comment urged that additional funding should be used to train Te Reo Māori teachers/kaiako.

One comment suggested that more funding should be targeted at providing support for small and rural schools.

Implement other recommendations without establishing Education Hubs

There were 30 comments which suggested that other recommendations in the Report should be implemented in the current education system, without establishing Education Hubs.

The majority of these comments expressed the sentiment that there was no need to establish Education Hubs as the other recommendations could be implemented in the current education system structure. Most of these comments were general in nature and indicated that the respondent liked some or all of the other recommendations but felt that they should not be delivered by Education Hubs.

Several comments specifically identified the recommendations which the respondents felt should be implemented in the current structure, these included: leadership advice and support for principals/tumuaki; learning support recommendations; increased funding; and schooling provisions recommendations.

Two respondents indicated that they supported some or all of the recommendations but that they should not be delivered at the Education Hub-level.

One of these respondents suggested the recommendations should be implemented at the student level while another respondent suggested the recommendations need to be delivered by a national professional body, and not the regional focused Education Hubs.

Improve the current system

There were 24 comments which considered that the government should focus its efforts on fixing the existing system structures and reconsider overhauling current agencies.

There were 15 comments that expressed explicit preference for keeping the current system. These respondents disagreed with the recommendations because they were unnecessary for the scale of the problem, or thought the current system was working well at present. They considered the Taskforce’s report did not present enough compelling evidence to suggest that the education system required a restructure, referencing the small number of schools that have received statutory intervention.

There were also 13 comments that suggested improving the current system rather than implementing a costly reform. Respondents stated that implementing the Hub model would incur too much cost and that resources and funding would be better invested in addressing the current teacher/kaiako shortage or improving the function of the Education Review Office (ERO) and New Zealand Qualifications Authority (NZQA). Three comments suggested expanding Communities of Learning instead of establishing Education Hubs. Several others agreed with the recommended supports Education Hubs would provide but preferred building on Ministry capacity to fulfil the role rather than implementing the Hub model.

Two comments suggested that tweaks to the powers and rights of the Ministry of Education could be enough to address issues.

The remaining comments were general in nature and provided no substantive overhaul suggestions.

Address wider policy issues

Eight respondents considered that instead of implementing a new Education Hub model and focusing on restructuring, we should first focus on addressing wider issues that affect children's' learning.

Six of these comments suggested there were more pressing education system policy issues to address than restricting the school boards of trustees model. Issues identified by these respondents included the curriculum, class sizes, teacher/kaiako quality and teacher/kaiako shortage. These issues are explored in more detail in "General Comments on Teaching" on pp.141.

Two comments expressed the view that the issues affecting children's learning were wider than the education system, and suggested that issues such as domestic violence and poverty need to be addressed to lift student achievement.

Increase accountability and training for school boards of trustees

Eight respondents suggested that increasing support and accountability measures for school boards of trustees would be more beneficial than establishing Education Hubs.

Six of these comments argued that school boards of trustees should have more support. Two of these comments suggested trustees should have access to advisers on an as-need basis and one comment sought more "*nonpartisan support for boards that require it.*" Further, one comment suggested that rather than establishing Education Hubs, school boards of trustees which were performing well should assist those which were performing poorly and that statutory managers should be assigned in the worst cases.

Three of these comments suggested that funding should be allocated to provide more training to school boards of trustee members.

Two of the comments suggested that rather than establishing Education Hubs, there should be increased accountability for school boards of trustees (along with increased support). One of these comments acknowledged that boards of trustees require independent scrutiny but stated that Education Hubs were not the answer.

Organisation and governance of Education Hubs

There were 215 comments on the recommendation regarding the organisation and governance of Education Hubs. Comments from respondents were divided into those that raised concerns with certain aspects of the organisation and governance of Education Hubs and provided constructive criticism (110); those that categorically opposed the recommendations (116); and those that broadly supported the establishment of Education Hubs and the proposed organisation and governance framework (58).

Constructive/Critical feedback of the recommendation

There were 110 comments of a constructive nature. These respondents discussed the proposed organisation and governance of Education Hubs but did not express clear support of, or opposition to, the recommendation. They expressed concerns about the details, feasibility and possible outcomes of the proposals.

The organisation of roles and responsibilities

The largest concern among respondents was the proposed organisation of roles and responsibilities. There were 83 comments which sought more clarity regarding the distribution of roles and responsibilities across Education Hubs, principals/tumuaki, and school boards of trustees. Of these, 16 comments stated that the Report was unclear on the exact responsibilities the Hubs would hold and expressed that roles must be clearly defined for respondents to understand the nature of the working relationship between Hubs and schools.

There were 39 comments that recognised that schools would benefit from Hubs assuming some responsibilities, especially where principals/tumuaki or boards of trustees lack expertise in certain management functions, such as property or finance management. These respondents asserted however that schools, in particular boards of trustees, must retain the role of governance, while Education Hubs could assume a more advisory role, focusing on support and service provision.

Twelve comments perceived the transfer of Board governance responsibilities to Hubs as significantly reducing the autonomy of Boards and their schools. One respondent commented, *"I am hoping that the thinking behind the Ed Hubs is more at systems level than operational level. The agency of school leaders and teachers needs to be respected - some of the suggestions for Ed Hub work look a little more controlling than supportive."* A few other respondents acknowledged the potential for greater accountability of schools through Hub oversight, but ultimately concluded that schools must retain a level of autonomy.

A further 11 comments specifically identified responsibilities that should remain at the school level, with respondents most commonly stating that boards of trustees should retain the authority to appoint principals/tumuaki or that staff recruitment should remain a principal's decision. Several respondents also stated that property maintenance and operational grants should remain in the scope of a principal's authority.

There were 26 comments that requested more information and detail regarding the organisation of roles. Respondents questioned whether Hubs would be responsible for the direction of services such as learning support, early childhood education and Resource Teachers: Learning and Behaviour (RTLb). Several respondents stated that the responsibilities of the Education Hubs should already be in place within the current system and questioned what difference the reform would make. Some others noted that it was difficult to connect the redistribution of roles and responsibilities within the system to more improved and equitable outcomes for students.

Five comments indicated that “*a lot of time at schools is be[ing] taken up with non-teaching related issues e.g. property, and accounting.*” These respondents saw the potential of Hubs to relieve some of the administrative workload from principals/tumuaki and boards so that they can focus on teaching and student learning, but reiterated that roles must be defined more clearly so that Hubs do not overstep their roles and effective relationships can be established.

The capacity of Education Hubs to serve individual schools

There were 50 comments raising concerns about the difficulty of Education Hubs to understand and serve the needs of numerous individual communities.

The largest concern among these respondents was that Hubs would not truly understand the individual culture of each school, thus any planning concerning property, staff entitlements or funding by Hubs on behalf of schools would not be carried out according to schools’ needs.

Thirteen comments discussed the importance of establishing good relationships with schools. Respondents stated that deliberate mechanisms must exist within the Hub model to establish strong Hub-community relationships and a few respondents suggested a review of the number of schools per Hub to better reflect a focus on relationships.

There were 20 comments that discussed the geographic spread of Hubs. Respondents felt that while the Hub model could work well for urban areas within the North Island, there was a need for detailed consideration of the rural nature of the South Island. One respondent questioned, “*How would a HUB supporting the West Coast (or any other rural area) be operated? Rural areas, due to their physical location & isolation are typically under resourced and represented. Where would the HUB be situated - Christchurch, Nelson, Wellington?*”

Two respondents expressed concern that due to the number of schools Hubs would serve, state-integrated schools or schools with bilingual units would not receive the unique support and services they require.

Education Hubs to be Crown agencies

There were 10 comments that raised concern about the recommendation for Education Hubs to take the form of autonomous Crown agencies. Seven respondents stated that the individual autonomy of Education Hubs risked too much variability and could result in the similar lack of consistency the Hub model is seeking to mitigate. Three comments raised concern about the profit-driven nature of Crown agencies.

Other comments

Five comments requested a more detailed consideration of the current accounting and financial service providers that schools use within the system to inform the proposed roles of Hubs in such matters. Two comments felt that boards did not have a place within the proposed Hub model.

Generally disagree with recommendation

There were 84 comments which categorically opposed the recommendations relating to governance and organisation of Education Hubs. Respondents identified the potential negative outcomes of the proposed organisation of governance of Education Hubs and generally opposed the establishment of Hubs overall.

Education Hub governance

There were 19 comments of the view that the proposed organisation and governance of Education Hubs would lead to the formation of a very large, over-burdened, faceless bureaucracy.

There were 10 comments that specifically discussed the proposal that Hubs be governed by a Ministerially appointed group of directors. Respondents cautioned that such government appointments would leave the system more prone to political interference. Several comments reiterated their concern that Hubs would be made up of bureaucrats rather than educators.

Nine comments stated that the proposed Education Hubs were similar to the District Health Boards or the old Education Boards. Respondents questioned whether the reform was really a new and improved system or actually a repetition of a model proven to be inefficient.

125 schools too many for one Education Hub

There were 55 comments that opposed the proposed size of Education Hubs. Respondents stated that it was unrealistic to propose that Education Hubs could provide support, guidance and monitoring for 125 schools. Some respondents stated that those that are currently underserved will continue to be overlooked in an Education Hub of 125 schools. Five comments expressed particular concern for how this would affect state-integrated, Catholic schools.

Community voice

There were 12 comments that opposed the establishment of Education Hub based on their concern for community voice. Respondents felt that removal of governance responsibilities from Boards, elected by their communities, to Hubs effectively removed community representation from the schooling system.

Movement of teachers/kaiako

There were six comments that opposed the governance and organisation recommendations relating to Education Hubs on the basis that they did not agree with the proposal to move teachers/kaiako between schools managed by an Education Hub. These comments were similar to ideas expressed in "Teacher/kaiako secondment", please see pp.140 for more detail.

Generally support the recommendation

There were 61 comments in support of the recommendations. Respondents identified the benefits of the proposed organisation and governance of Education Hubs and generally supported the establishment of Hubs overall.

Schools need support

There were 21 comments that recognised that Education Hubs could provide the necessary support that schools need. These respondents particularly liked the idea of Education Hubs managing property, health and safety, human resources, learning support services, professional learning and development and other "*admin tasks*", so boards of trustees and principals/tumuaki can return their focus to student learning and wellbeing. Respondents indicated that while some boards were operating well, others lacked the necessary skills in school governance and thus Hub support was needed. Four comments specifically

commended the proposed advisory service within Hub the model which would address the current lack of guidance on curriculum, pedagogy and assessment.

A collaborative relationship

There were 19 comments that emphasised that the Education Hubs would be most effective when working in collaboration with schools. Respondents stated there needed to be a cultural shift from the hierarchical relationship between regional Ministry offices and schools to a more collaborative and supportive relationship between Hubs and schools. One respondent commented, “*Hubs should be sitting alongside and empowering boards of trustees and their principals, not acting as 'bosses' or agents of the Ministry of Education.*”

Suggestions for the organisation and governance of Education Hubs

There were 18 comments which indicated support for the underlying intent of the recommendation but offered suggestions for improvement.

Seven comments suggested an increase in the number of Education Hubs and a reduction in the number of schools under each Education Hub. Respondents felt the large number of schools per Education Hub undermined the goal of supporting schools better. A further two comments suggested that each community should be consulted on the desired number of schools and location of Hubs for their area.

Of the remaining comments, four comments suggested the Hub model should be trialled before nation-wide implementation. Three stated that there needed to be stronger assurances that community representation will be upheld within Education Hubs. Finally, two comments stated that the Hubs model would be successful with timely implementation, supported with adequate resourcing.

The oversight of schools

There were 11 comments that supported the concept of an external oversight of schools. Respondents stated that there was a need for greater coherence and consistency across schooling. Others further commented that there also needed a mechanism in place to ensure that all Hubs were consistent in their review of schools.

Career pathway

Three comments supported the proposed organisation of Hubs, in particular, the opportunity for educators to work within the system in a different capacity through Hubs.

Principal/tumuaki employment and appointment

There were 343 comments on the proposals regarding principals/tumuaki employment and appointment. Most respondents specifically discussed the proposed five year contract for the principal/tumuaki (242). The remaining comments spoke about principal/tumuaki appointment and employment (57); and/or requested more information and detail regarding the two matters (28).

Five year contract

There were 242 comments overall, which discussed the recommendation that principals/tumuaki should be appointed by the Education Hub to a particular school on a five year contract.

Opposed to five year contracts

The majority of those who discussed the proposed five year principal/tumuaki contract, opposed the recommendation (176). Respondents most commonly opposed the idea that a principal/tumuaki could be moved on from a school after completing their five year contract with a school. Many comments also raised particular concern that principals/tumuaki would be compulsorily “rotated” without consideration of a principal’s or school’s needs.

Stability within schools was the largest concern for respondents. There were 69 comments of the view that the “*Five years rotating Principals*” model was not favourable to creating stable learning environments. Respondents considered the role of principal/tumuaki as crucial to the overall direction and culture of schools and felt that a change of leadership every five years would leave schools in a “*constant flux of change*.” Some respondents expressed that such contracts incentivised “*short-term thinking by principals for the purpose of job security, as opposed to the long term thinking which sustainable school improvement is demonstrably based on*.”

There were 44 comments expressing concern about the potential negative impact of five year contracts on the education sector’s ability to recruit and retain principals/tumuaki. Respondents stated that five year contracts did not provide principals/tumuaki with security or long term career pathways, making the role less attractive for potential candidates, with some alluding that those already in the profession may leave. One respondent commented, “*As an emerging leader, 5-year contracts for principals would be a deterrent for me ... moving principals would share the expertise around but create a huge amount of instability. In what other jobs would I be expected to move workplaces after 5 years? The aim of this review should be about attracting people to education, and therefore leadership within education*.”

There were 43 comments that broadly opposed the five year contract, with most of these respondents giving very general reasoning. Many simply stated that they disagreed with “*forcing principals to leave schools after 5 years*.” A few respondents acknowledged that contract renewals could be negotiated, however they were concerned that it would be “*very likely that Principals would have very little say in their own future if they were to disagree with a suggested move*.”

The ability of the principal/tumuaki to build and maintain strong relationships with their school community, with a five year contract, was cited as a concern in 41 comments. Collectively, these comments emphasised that it takes time to build up the important relationships and community knowledge that are fundamental to a principal/tumuaki being fully effective in their role, such as, “*it takes years for a community and principal to bond and find out about each other with any kind of depth*” and that five year contracts would, “*remove the community and following a principal works hard to build*.” Many respondents associated longer principal/tumuaki tenures with positive working relationships between principals/tumuaki, teachers/kaiako, students and parents.

There were 17 comments expressing concerns for the wellbeing of principals/tumuaki and their families. Some questioned whether the wider implications of five year contracts had been considered.

Twelve comments suggested that if the goal was to address principal/tumuaki performance, then the focus should be on improving “*appraisal and performance management and review processes ... this does not require a five year contract that can be renewed*.”

Several respondents also expressed concern that the five year rotations disadvantaged schools currently performing well, stating, “*a school that is performing well will end up with*

the principal and high performing staff being shifted to a poorly performing school. Instead, assistance should be given to poor performing school boards to address their issues."

A few comments mentioned the varying levels of principal/tumuaki salaries and questioned how this would work for principals/tumuaki if they were asked to move to a smaller school with reduced pay.

Supportive of five year contracts

There were 47 comments in support of the proposed five year contract for principals/tumuaki.

There were 26 comments expressed general support for the proposal. Many of these respondents discussed the negative aspects of long or permanent tenures and supported the potential of five yearly reviews in addressing poor performance issues. A few respondents recognised the greater need for facilitating the opportunity to share leadership expertise, with one respondent commenting, *"There are many principals who fear the five-year placement system but I have seen a system very similar to this work well in Ontario - this system was about the health of the whole network, not just the health of one school or the life choices of one principal."* Several others voiced their support and made further suggestions such as extending a similar contract model for teachers/kaiako and senior management.

Another 21 comments expressed conditional support for the proposed five year contract, stating, there must be *"stronger assurance about the level of principal/school/community voice in the ultimate decision."* Comments responded more favourably to the idea of a *"discussion not a mandatory move to a new school"* after the five years, and respondents supported the idea of five year placements as part of principal/tumuaki career development but emphasised, *"Obviously the needs of any particular school would have to be considered in relation to whether a 5 year posting was renewed in that school."*

Suggested alternative lengths for principal/tumuaki contracts

There were 19 comments which suggested longer or shorter contracts were more appropriate than the proposed five years.

Most of these respondents expressed opposition to the proposed five year contract but stated they would support a longer contract period, with an 8 to 10 year term the most preferred contract period. One respondent commented, *"Moving principals every 5 years is stupid. Ten years maybe. 5 years is not long enough for effective long term change and getting a new leader who changes things after just 5 years would be disruptive and unsettling for all involved."*

A few comments were in support of shorter term appointments and cautioned that a five year contract may be too long in certain situations; *"It is dangerous to give the principal too much authority on their own and to have a contract for 5 years. We already have a principal who has driven teachers/students from our college and after 3 years is still there."*

Principal/tumuaki appointment

Generally disagree with recommendation

There were 40 comments which opposed the recommendation for principals/tumuaki to be employed and appointed by the proposed Education Hubs.

The majority of these comments were opposed to the proposed principal/tumuaki appointment process. Respondents emphasised that boards of trustees were best placed to understand the needs of their school and community, and that Education Hubs would lack insight into the needs of individual schools, particularly in regards to appointing a suitable principal/tumuaki.

Some comments specifically discussed the proposed principal/tumuaki appointment panel initiated by the Education Hub or the right of final approval, and emphasised the need for strong involvement from school boards of trustees in decision-making. Respondents suggested that the panel be comprised of majority board members (rather than the proposed 50:50 board members and Education Hub personnel panel membership), that boards rather than Education Hubs should have right of final approval, or that *“the decision on appointment should rest with the board, perhaps with the ministry representatives holding a power of veto (rather than the other way around).”*

There was some concern regarding the proposed employment structure. Respondents felt that the accountability of a principal/tumuaki to their community would be undermined if they were employed by Hubs rather than community elected boards.

Generally support the recommendation

Seventeen comments were in support of the recommendation for Education Hubs to employ and appoint principals/tumuaki.

Those in support of the appointment process acknowledged that it was *“absurd that a group of parents who have no knowledge of curriculum, assessment and educational innovations are tasked with choosing the educational leader of the school”*, and welcomed support in the form of advisers.

Those in support of the proposed employment structure, saw the potential for Education Hubs to provide better appraisal processes and professional development opportunities for principals/tumuaki.

Request for more detail

There were 28 comments which requested more detail regarding the recommendation that Education Hubs should appoint and employ principals/tumuaki.

Sixteen of these comments stated that the proposed five year contract needed more investigation and thorough review into its efficacy.

Seven comments questioned how the recommendations for principal/tumuaki employment and appointment would work in the context of state-integrated schools and other schools that have special character requirements for principals/tumuaki.

Five comments expressed that the five year contracts may work well for urban areas but doubted that this approach could be effectively applied in rural communities, where schools are more dispersed and required principals/tumuaki to have specific local understanding.

Education Hubs: staffing, resourcing and support services

Staffing

There were 87 comments which placed strong focus on how Education Hubs would be staffed. Respondents emphasised that the success of the Hub model would largely depend on Education Hubs enlisting high calibre personnel.

There were 37 comments that generally questioned how Hubs would be staffed, including general queries around appointment criteria, and who these Hub staff would be.

Sixteen comments addressed the recommendation that at least half of the directors appointed to Hubs be practicing educators. Respondents questioned the feasibility of this recommendation given the current teacher/kaiako shortage, with several comments stating that it was crucial that teacher/kaiako expertise remain in the classroom. Three of these comments raised concern that appointing old educators or retired principals/tumuaki could stymie innovation.

There were 12 comments which expressed concern that Education Hubs would be staffed by outgoing regional Ministry employees, essentially “*changing seats on a sinking ship.*” Respondents saw the need for a change in culture and cautioned that re-deploying regional Ministry staff to Hubs would mean old attitudes, mind-sets and approaches would follow.

A further 10 comments discussed the configuration of Hub staffing. Respondents requested Hubs be comprised of a balance of practicing educators, community members and qualified specialists in relevant areas of expertise. Six of these comments in particular, emphasised the need for strong and diverse community representation within Education Hubs.

Resourcing

There were four comments relating to the resourcing of the proposed Education Hubs. The overall sentiment expressed in these comments is that if Education Hubs are to be effective, they will need to be adequately resourced. Respondents expressed concern that, although the proposed Education Hubs may be well intentioned, they may not be successful due to underfunding.

Support services

There were seven comments which related to the services which could be provided by the proposed Education Hubs. These respondents, while they did not necessarily agree with the recommendations that Education Hubs should assume responsibilities from boards of trustees, broadly supported the idea that Education Hubs should support schools and boards of trustees. They suggested a range of support services which could be offered by Education Hubs:

- Training for board members;
- Facilitating board meetings;
- Flexibility in services – assess on a case by case basis;
- IT functions; and
- Complaints service.

School suspensions

There were 66 comments discussing the recommendation that Education Hubs be responsible for all processes after a suspension has been initiated by a school principal/tumuaki.

Disagree with the recommendation

There were 33 comments in opposition to this recommendation on the basis that school principals/tumuaki and boards, rather than Education Hubs, were best placed to deal with student suspensions.

Some respondents were concerned that Education Hubs would make decisions without understanding the risks involved and the impact on other students and teachers/kaiako when dealing with suspensions.

Others expressed concern that schools could potentially be left “*with students who can't be suspended/stood down.*”

Support for the recommendation

There were 27 comments which broadly supported the recommendation or indicated that current suspension practices were not working well.

Some of these respondents saw the benefit of Education Hubs assuming greater oversight to ensure suspension practices are fair and legal, and that students' rights are protected.

Several respondents raised concerns about suspension of students with disability and learning support needs. One respondent commented “*The current (suspension) model sees students being moved from one school to the next, where schools are forced to take them even though the underlying issues have not been resolved through specialist support.*”

Other views

Eight comments stated that Hubs should only have an advisory role, or intervene only when a case of suspension has been escalated or appealed, emphasising that decisions regarding student suspensions should be dealt with by schools in the first instance. One respondent suggested looking at restorative approaches as an alternative to suspensions and exclusions.

Education Hubs to review schools

There were 31 comments raising concern about the role of Education Hubs in monitoring and reporting and schools' performance.

Of these, 12 comments stated that given the Education Hubs' relationship with schools, it would then be difficult, or even pose a conflict of interest, for Education Hubs to act as independent reviewers of schools' performance.

Five comments raised concern about the ability of Education Hubs to dismiss boards. Respondents felt this recommendation did not follow democratic process.

Four others stated that there needed to be rigorous review and oversight of Hubs. In particular, respondents raised concern regarding the variability of 20 Hubs evaluating schools and the potential for lack of consistency.

Advocacy and complaint services

There were 29 comments which discussed the recommendation that Education Hubs should provide advocacy and complaints services for parents, whānau and students.

Support for the recommendation

Sixteen comments supported the recommendation, with the majority supporting the proposal that Education Hubs should assume responsibility for advocacy and complaints services. These respondents felt that current avenues for advocacy and complaints were inadequate.

Three comments specifically identified the lack of accountability within the current structure when lodging a complaint to a school board. These respondents welcomed the idea of Education Hubs, staffed by professionals, as a means of increasing board of trustees' accountability and ensuring faster resolution of issues.

A further five comments supported the concept of independent advocacy and complaint services but felt Education Hubs could not be "*a truly independent complaints authority*" or would struggle to maintain good relationships with both parents and schools.

Disagree with the recommendation

There were nine comments opposed to this recommendation. Six comments raised concerns that establishing such a service would "*open the door for parents to go straight to this agency with any concerns rather than go through the school's processes*" or increase conflict between all parties involved. Three comments broadly stated that such matters were best dealt with at the school level.

Five comments requested an avenue for teacher/kaiako and principal/tumuaki advocacy. All but one respondent broadly supported the proposed services for whānau and students and suggested teacher/kaiako and/or principal/tumuaki advocacy as an additional service.

Pedagogical support

There were three comments relating to the proposal that Education Hubs, if established, would provide advice and support to schools on pedagogy. These comments were general in nature and expressed the overall sentiment that Education Hubs should focus on improving the delivery of education and that they should be "*a source of pedagogical support and expertise for schools and kaiako.*"

Recommendation 3: Education Hubs should be regularly reviewed

This recommendation comprised of two questions in the survey, covering Education Hub performance and board of trustee performance shown in the figure below.

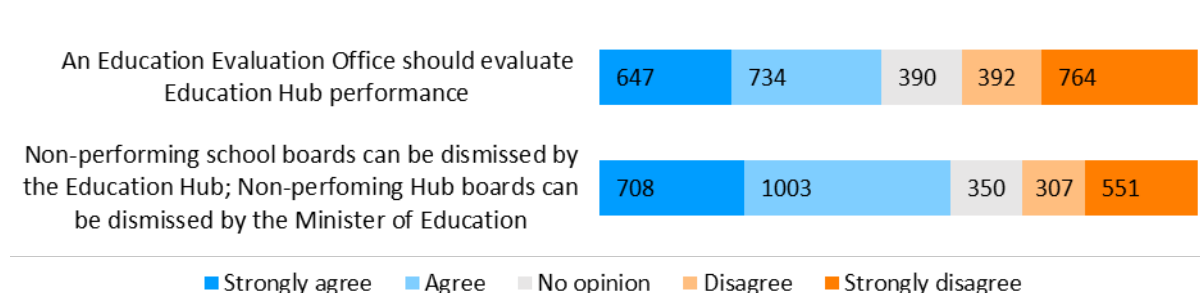


Figure 3. Recommendation 3 questions

Figure 3 shows the frequency of the respondents' (between 2,919 – 2,927 respondents) agreement and disagreement with each question within this recommendation. Around 47.2% percent of respondents agreed with the recommendation relating to the Education Hub performance, 13.3% expressed no clear opinion, and 39.5% disagreed with the recommendation.

For the question relating to board performance, there was a majority of agreement (58.6%), 12.0% expressed no opinion, and 29.4% disagreed with the recommendation.

Differences in agreement

Auckland

As the table below shows, the Auckland cohort had lower levels of agreement and higher levels of disagreement in comparison to the non-Auckland cohort. There were differences between 10.1 – 20.0 percentage points, and greater than 20.1 percentage points, where non-Auckland respondents had higher degrees of agreement, and lower levels of disagreement than Auckland respondents.

For the question relating to Education Hub performance, this showed non-Auckland respondents' majority of agreement (59.0%), whereas Auckland respondents had no majority of agreement at 36.1%. Comparatively, there was 27.6% disagreement for non-Auckland respondents, and a small majority of disagreement for Auckland respondents at 50.7%.

For the remaining question relating to board of trustee performance, this showed non-Auckland respondents' majority of agreement (65.1%), whereas Auckland respondents had no majority of agreement or disagreement, with agreement at 48.2%. Comparatively, there was 18.5% disagreement for non-Auckland respondents, and disagreement for Auckland respondents at 38.3%.

Auckland				Non-Auckland			
	Votes	Percentage	Aggregated agreement	Votes	Percentage	Aggregated agreement	Percentage point difference
<i>Education Hub performance</i>							
Strongly agree	249	16.5%		398	28.1%		
Agree	296	19.6%	36.1%	438	30.9%	59.0%	22.9
No opinion	200	13.2%		190	13.4%		
Disagree	221	14.6%		171	12.1%		
Strongly disagree	544	36.0%	50.7%	220	15.5%	27.6%	23.1
<i>Board performance</i>							
Strongly agree	273	18.1%		435	28.8%		
Agree	455	30.1%	48.2%	548	36.3%	65.1%	16.9
No opinion	203	13.4%		147	9.7%		
Disagree	177	11.7%		130	8.6%		
Strongly disagree	402	26.6%	38.3%	149	9.9%	18.5%	19.8

Comments on the recommendation

There were a total of 23 comments that related to this recommendation. It was not required in the survey to give comments, so these comments may not necessarily be reflective of the entire survey population.

Of these comments, 11 discussed the main recommendation that Hubs be regularly reviewed, while the remaining comments discussed related topics such as individual school reviews and performance criteria for Hubs.

Education Hubs should be regularly reviewed

There were 11 comments about the recommendation that Education Hubs be regularly reviewed. The majority (8) of respondents were in support of this happening, with one against and two expressing no clear view. Seven respondents considered it important that reviews be conducted by *“an independent authority.”* Respondents felt *“a Hub will have too much power if they are involved in the running of schools and then also take on the role of ERO and effectively get to report on themselves.”*

Education Hub and school performance

Seven respondents discussed the criteria for reviewing Education Hub performance. Two comments stated the *“criteria against which parties are assessed must be clear, transparent, and with strong interrater reliability.”* A further two comments stated they should be based on educational outcomes.

Several respondents were concerned that accessing information about a school's performance would become more difficult as it would need to be extracted from information about Education Hub performance.

Several respondents also felt that schools and parents *“must have a direct input into all auditing process,”* regarding the review of Hubs and schools.

General comments on Governance

There were a total of 404 general responses regarding governance which did not refer to any specific recommendations. The comments related to a number of different themes that are given in the table below:

<i>Themes</i>	<i>Total comments</i>
<u>General comments</u>	49
<u>Disagreement with the recommendations</u>	240
<u>Other common reasons for opposing the recommendations</u>	171
<u>Agreement with the recommendations</u>	42
<u>Roles and responsibilities in the education system</u>	117
<u>State-integrated schools</u>	14
<u>Teaching workforce</u>	14
<u>Diversity</u>	11
<u>Implementation</u>	11
<u>International comparisons</u>	7
<u>Māori-medium education</u>	4
<u>Success Measures</u>	3

General comments

There were 49 comments that were general in nature or did not fit within any of the given themes, ranging from comments relating to the status quo, or generally referring to issues of governance and management. A small number of comments indicated that there was not enough detail in the report to provide fully informed opinions, such that *“the devil will be in the details.”* However, one respondent commented that *“any innovations need to clearly show the boundaries and expectations that separate governance and management.”*

There were a small number of comments that agreed with some aspects of the recommendations. There was no clear agreement or disagreement within the comments. Some agreed with the problems identified and the outcomes sought, however did not believe the recommendations would achieve them. Other comments raised concerns over how the recommendations would work in reality, citing staff, implementation, and the organisation of Hubs as having potential but difficult to achieve.

A few comments expressed an interest in school information, and suggested that all parents should have the right to know about their local schools through an external audit that is made publicly available. A few respondents commented on parental feedback, *“this should be in the form of annual surveys and taken seriously and not just a tokenistic attempt at student and family feedback.”*

There were 12 comments that compared the Taskforce’s recommendations with the pre-Tomorrow’s Schools model. These comments were mixed; respondents felt positive about the potential for teachers to receive similar support to the regional advisors (pre-Tomorrow’s Schools), however, others felt that the Taskforce’s model would create a cumbersome model similar to that of pre-Tomorrow’s Schools and were concerned about the perceived loss of community empowerment and ownership.

There were also comments that related to the politicisation of education, and the use of evidence within the Report. These topics have been covered in [“General feedback on the recommendations” on pp.23.](#)

Disagreement with the recommendations

There were 240 generally negative comments about the recommendations relating to governance. Many of the comments touched on similar ideas raised earlier in this section, and will not be included here for brevity.

Of these comments, 52 expressed the overall sentiment that the recommendations were a *“poorly thought out plan that lowers all education rather than lifting the nation as a whole.”* These respondents felt that the review was a *“waste of taxpayer money”* and would encourage people to leave the teaching profession.

A further eight comments described the recommendations as *“rearranging the deck chairs on the Titanic”* and did not believe that this would help address equity and excellence. These respondents felt the proposals were simply *“change for change’s sake.”* Seven of these respondents drew comparison between the recommendations and the District Health Board (DHBs) model. Respondents felt that *“it has not really worked for the DHB so why would it work in Education?”*

Further, a small number of respondents suggested that this could instead become an opt-in model. These respondents felt that this could be useful for *“providing external property management and administration support services to schools that may need it.”* One respondent raised concerns over potential *“governance issues in the future when some schools opt in and others opt out.”*

Other common reasons for opposing the recommendations

Of the remaining responses, there were 171 comments which provided a range of common reasons for disagreeing with the recommendations relating to governance.

The most common response (56 comments) was to *“leave the good schools as they are and fix the bad ones.”* These respondents perceived Education Hubs to be a costly and unnecessary layer and suggested that the amount of expenditure required for the recommendations would *“further deplete and divert education funding and resources away from schools and students that need them.”* For further detail, please see [“Focus on underperforming schools only” on pp.47.](#)

Respondents also expressed the view that Education Hubs would take away the schools’ autonomy by centralising decision-making: the ability for schools to resolve issues quickly would be impacted, and the removal of decision-making would disempower boards of trustees and lead to reduced board membership. Respondents also suggested centralising decision-making would result in diminishing a school’s unique character as the community would have less influence on school decisions. The community was seen as having vested interest in their children’s success and that Hubs’ would be comprised of staff that did not understand their community and needs, and would therefore be unable to provide the right support. However, a small number of respondents expressed explicit agreement with centralisation, conditional on ensuring these services were not bureaucratic and that *“monitoring and reporting is simple to administer.”*

There were 27 respondents that expressed concern over the performance of high performing schools, such that the recommendations *“will make the current good schools become ordinary ones due to the loss of good teachers and students.”* There is a common perception among these respondents that Education Hubs would remove staff from some schools which would upset the teaching dynamics of a school, and result in an *“averaging out”* of school

achievement. These respondents also suggested using high performing schools as models that could help struggling schools to improve.

Agreement with the recommendations

There were 42 generally positive comments about the recommendations regarding governance. These respondents were of the opinion that the *“current situation has not been working properly for 30 years and has caused a lot of stress and under performance”* and agreed with the proposals. One respondent noted, *“I can see these things working provided there is total transparency in each situation.”*

Respondents suggested that the current schooling model was *“not rational or efficient for 2600 schools to be following an individual approach to common tasks. The recommendations should provide for much more consistency nationwide.”* They also considered that the current schooling model disadvantaged lower decile schools, smaller schools, and more rural and isolated schools, and that the proposals were *“essential to achieve a fairer, more equitable, better supported system across the motu.”*

Respondents agreed that some boards of trustees and their schools were not always capable or qualified for the tasks that were asked of them, and supported the proposals to give these responsibilities to an Education Hub.

Respondents also noted that some within the education sector have responded with *“propaganda”* that did not always accurately reflect the Taskforce report. One respondent cited that *“this review is excellent and needs to continue despite the protestations of the vocal minority of school leaders who stand to lose power and be held to account under these recommendations.”*

These respondents supported the removal of some responsibilities that have enabled some principals/tumuaki and boards to act *“without impunity.”*

A small number of comments were positive about the possibility of career progression and options.

Roles and responsibilities in the education system

There were eight comments on where certain responsibilities should sit within the education system. For further detail on this topic, please see [“The education system agencies and their roles and functions”](#) on pp.190.

The majority of these comments were general in nature but suggested that *“the roles of the different bodies needs to be made really clear.”* Respondents felt that there was a *“need to make sure that the system is responsive to actual need at school level”* and that *“finding the balance for effective and engaging community involvement in school governance is the biggest challenge for this set of recommendations.”*

Other respondents supported the services provided by Education Hubs, but expressed the view that these responsibilities should be delegated by the school when needed. This would enable communities to retain autonomy over their schools.

One respondent believed that *“Hubs need to be service providers. This isn't compatible with being governing bodies. That just recreates current problem with MOE as judge, jury and executioner “Here's half the resources you need, to do what we say you need to do. Now*

you're underperforming but don't tell us your problems, we already gave you what we can afford." The teaching support should be with the Hub, as a service provider. The customer should be the school/principal/board/community. Hub providing services to itself (ie schools as a subsidiary of the Hub) is a nonsense and sets schools up to fail."

State-integrated schools

There were 14 comments related to state-integrated schools. Respondents raised concerns over a lack of clarity for state-integrated schools in the recommendations, and the proposed governance structure not reflecting the values of some state-integrated and special character schools.

Respondents felt the report lacked clarity on how the recommendations would apply to state-integrated schools (particularly regarding property and principal/tumuaki appointment, addressed in Recommendation 2).

Further, a small number of comments noted that Hubs may not necessarily reflect the values of state-integrated and special character schools. One respondent commented, *"Understanding the diversity and special character of integrated schools Will be vital to ensuring value from the proposed changes. The relationships between BOT and Prop Trusts can be dysfunctional but also can be very proactive and well managed resulting in efficient use of both central govt funding and donations."*

Teaching workforce

There were 14 comments that related to the teaching workforce. These respondents felt that the funds which would be required to implement the recommendations would be better spent on improving teacher/kaiako pay. For further detail around teacher/kaiako pay, please see "Teacher/kaiako pay, working conditions, quality, supply, and status" on pp.144.

Diversity

There were 11 comments relating to diversity. Many of these comments suggested that the *"current system does not support diverse group[s] of learners."* These respondents felt that more support and inclusion needed to be provided for diverse populations, specifically mentioning Pacific and Māori learners/ākonga.

One respondent commented, *"Finding the balance between schools having ownership and having the power to make decisions for the good of their community with the education Hubs oversight and support is the challenge. The government through the Ministry of Education has not dealt with the underlying racist systems and structures that are perpetuated currently in schools so the Hubs would need people who are aware of and know how to support schools to decolonise their systems and structures."*

A small number of comments expressed negative sentiments regarding diversity. These respondents disagreed that school boards of trustees should have mana whenua representation on their boards (Recommendation 1). These respondents see New Zealand as multi-cultural rather than bicultural and believe *"Māori are just one of the cultures. They deserve the same but not more than any other culture."*

Implementation

There were 11 comments about implementation of the recommendations, with similar sentiments being expressed in “General feedback on the recommendations” on pp.23. Cost was identified as a key factor that would determine the success of implementing the recommendations. These respondents believed *“the concepts presented have great potential. However, without significant investment in the development of increased capacity in the education sector, the proposed vision will not meet its potential.”*

However, one respondent felt that replacing the current model would be costly if the boards' responsibilities were instead completed by paid professionals, *“Boards will feel like they are just puppets - with a rubber stamp role. It will be a very expensive model - replacing volunteers with paid MOE/Hub staff.”*

Some respondents indicated that implementation of the recommendations could be phased in but that we would need to ensure that changes do not negatively impact the core business of teaching and learning.

There were also five comments which stated that more consultation with the public would be required before any recommendations were implemented.

International comparisons

There were seven comments that compared the recommendations to reforms made in other international jurisdictions. The majority of these comments expressed concern that *“it hasn't worked in Australia so why would you introduce it here.”*

One respondent commented, *“Looks very much like the UK/Scotland model which has resulted in major staffing issues in schools and less support for students with needs rather than what was intended which was more.”*

Scandinavian countries, such as Finland were also mentioned, with respondents suggesting that we adopt their model.

Māori-medium education

There were four comments that spoke of Kura Kaupapa Māori and Kura ā Iwi. These respondents expressed concern that the recommendations may have a significant, negative impact on raising achievement for Māori learners/ākonga. One respondent commented, *“My reservations are about the details. So while the recommendations look progressive, if they do not capture the right thinking people, Maori will continue to struggle. I also worry about where this leaves kura kaupapa Maori.”*

Another respondent commented on the proposed governance structure, *“Would have been good if this new governance entity wasn't so closely aligned with government. What about kura kaupapa Maori who often find they clash with government policy and obligations and the lack of understanding shown by government toward kura kaupapa and any maori education entity.”*

Success measures

Three respondents commented on success measures within education. Two of these comments noted that we do not currently have a well-defined measure of success, and that *“KPIs should include student overall wellbeing as well as education metrics.”* One respondent commented, *“A critical issue are the measures of performance. We currently have: too many measures, the measurement process is poorly designed to impact behaviour, and the measures are poorly focused on the real performance we want from schools.”*

Key Issue 2: Schooling Provision

There were a total of 2,518 respondents that chose to answer this section on Schooling Provision. The following discussion provides analysis of:

- the number of respondents that agreed or disagreed to the given questions;
- comments relating to the recommendations; and
- general comments about choice and competition which do not relate to any specific recommendations.

The Taskforce has made the following recommendations to address the issues identified in Schooling Provision:

<u>Recommendation 4</u>	A Te Tiriti o Waitangi-led, future focused state schooling network planning strategy should be developed by the Ministry of Education alongside Education Hubs
<u>Recommendation 5</u>	The formation of a dedicated national Education Hub for Kaupapa Māori settings that provides a strong and coherent parallel pathway within the overall network
<u>Recommendation 6</u>	Work should be undertaken to ensure seamless student transitions between schools or providers as they progress through the education system
<u>Recommendation 7</u>	The phasing in of schooling provision to provide more stability and better transitions for students
<u>Recommendation 8</u>	National guidelines should developed for schools to become full-service sites that offer extensive wraparound services in socio-economically disadvantaged communities
<u>Recommendation 9</u>	Education Hubs should work with schools and communities to design community-wide flexible curriculum, assessment and timetable offerings for schools
<u>Recommendation 10</u>	Investigation into the role of Te Kura

For the complete recommendations, please see pp. 66 in *Our Schooling Futures: Stronger Together* | *Whiria Ngā Kura Tūātitini*.

Recommendation 4: A Te Tiriti o Waitangi-led, future focused state schooling network planning strategy should be developed by the Ministry of Education alongside Education Hubs

This recommendation relates to the Ministry of Education developing a Tiriti o Waitangi-led, future-focused state schooling network planning strategy. The survey included one question regarding this recommendation (shown in Figure 4 below).

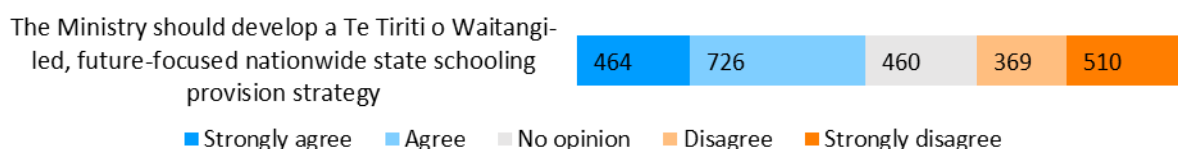


Figure 4. Recommendation 4 question

Figure 4 shows the frequency of the 2,529 respondents' agreement and disagreement with the questions in Recommendation 4. There was no majority of agreement or disagreement for this recommendation, with 47.1% of respondents agreeing with the Ministry developing a schooling network planning strategy, and 34.8% of respondents who disagreed. There was 18.2% of respondents that expressed no opinion.

Differences in agreement

Auckland

As the table below shows, the Auckland cohort had lower levels of agreement and higher levels of disagreement in comparison to the non-Auckland cohort, with differences greater than 20.1 percentage points. Non-Auckland respondents had a majority of agreement (59.9%), whereas Auckland respondents did not have a majority of agreement or disagreement, with agreement at 34.1%. Comparatively, there was 23.5% disagreement for non-Auckland respondents, and a 46.1% level of disagreement for Auckland respondents.

Auckland				Non-Auckland			
	Votes	Percentage	Aggregated agreement	Votes	Percentage	Aggregated agreement	Percentage point difference
<i>The Ministry should develop a national schooling provision strategy</i>							
Strongly agree	153	12.1%		311	24.5%		
Agree	277	22.0%	34.1%	449	35.4%	59.9%	25.8
No opinion	249	19.8%		211	16.6%		
Disagree	228	18.1%		141	11.1%		
Strongly disagree	353	28.0%	46.1%	157	12.4%	23.5%	22.6

Comments on the recommendation

There were 29 comments about the recommendation that a Te Tiriti o Waitangi-led, future focused state schooling network planning strategy be developed by the Ministry alongside the Education Hubs. Of these, 18 were in support of the recommendation, eight opposed, and three expressed no clear view.

Support for the recommendation

Respondents who supported a Tiriti-led strategy often mentioned better outcomes for Māori learners/ākonga and more opportunities for Māori to assert authority in the education

system. There was an overall sentiment that Te Tiriti o Waitangi needs to be prioritised *“to address the disturbing levels of racism, inequity and disadvantage that our currently system is perpetuating.”* It was also acknowledged that Māori education has been systematically disadvantaged, and that *“the time has come for us to acknowledge the Treaty of Waitangi, for a long time now Māori schools have not been receiving the proper support.”*

One respondent commented, *“I think the Ministry of Education should honour the Tiriti of Waitangi and show a commitment to upholding Whanau Hapu and Iwi aspirations for better standards of education outcomes for Maori. There needs to be a fair application of equity and full consultation before major systems change. There should be greater recognition and building capacity for the establishment of a Maori Education Authority to work with Whanau Hapu and Iwi with over site and relationships with all schools.”*

Disagree with the recommendation

There were eight comments opposed to the recommendation that a Tiriti-led schooling strategy be developed. Some respondents considered the recommendation would be disadvantageous for non-Māori. One commented, *“... this reads like an intense effort to drive a wholesale maorification of the state education system. It's a classroom for education not a platform for pushing a cultural agenda.”*

Several respondents were concerned that a Tiriti-led schooling strategy would be divisive. One commented, *“A National strategy needs to be developed and implemented. This does not mean any parallel strategies need development. A national strategy is just that, country wide. Running two or more systems at the same time divides resources and encourages separatist thinking.”*

General comments

Several respondents said that Tiriti-led strategies already exist for education, and the focus should be their implementation. One respondent commented, *“Of course there should be a Te Tiriti based approach to education - but there already is one! Use what you have and improve it, don't reinvent the wheel. And let those out there who are doing the mahi already, particularly kohanga reo, kura kaupapa, marae, guide you in that redevelopment - be humble rather than telling us all what we need.”*

Several respondents questioned what a future-focused strategy would look like, or how it would incorporate Te Tiriti o Waitangi. One commented, *“I don't really understand what a treaty-led framework to education means...”*

There were also three comments that discussed Te Tiriti as a subject in the curriculum, rather than the basis for a schooling strategy.

Recommendation 5: The formation of a dedicated national Education Hub for Kaupapa Māori settings

This recommendation relates to the establishment of a national Education Hub for Kaupapa Māori settings, as well as developing a plan to support phased Māori language provision and support Pacific languages where there is school and community demand. The survey included three questions regarding this recommendation (shown in Figure 5 below).

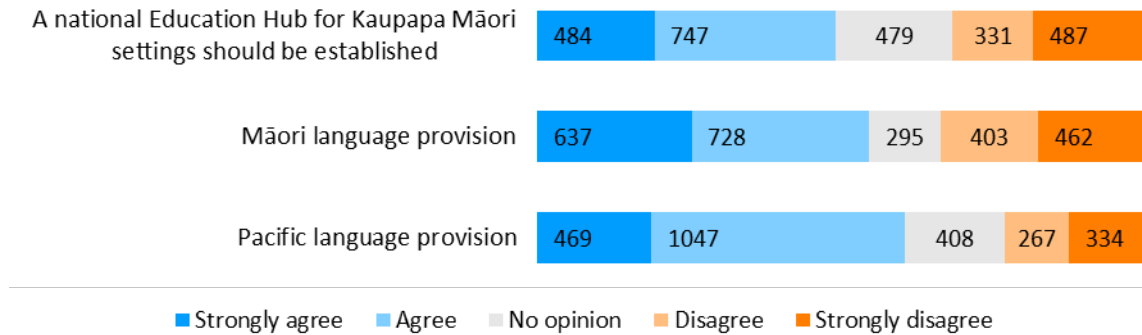


Figure 5. Recommendation 5 questions

Figure 5 shows the frequency of the 2,528 respondents' agreement and disagreement with the question regarding a national Education Hub for Kaupapa Māori settings, and the 2,525 respondents' agreement and disagreement with the question regarding Māori and Pacific language provision in Recommendation 5. There were majorities of agreement for recommendations relating to supporting Māori language provision (54.1%), and supporting Pacific language provision (60.0%).

Comparatively, for the question around establishing a national Education Hub for Kaupapa Māori settings, there was no majority of agreement (48.7%) or disagreement (32.4%). There were also 18.9% of respondents who expressed no opinion for this question.

Differences in agreement

Auckland

As the table below shows, the Auckland cohort had lower levels of agreement and higher levels of disagreement in comparison to the non-Auckland cohort. The percentage point differences between levels of agreement and disagreement tended to be greater than 20.1 percentage points, with one question showing a percentage point difference of disagreement between 10.1 – 20.0.

There was no majority of agreement or disagreement for Auckland respondents for each question in this recommendation. Comparatively, there was a clear majority of agreement for non-Auckland respondents for each question.

NOT GOVERNMENT POLICY

Auckland				Non-Auckland			
	Votes	Percentage	Aggregated agreement	Votes	Percentage	Aggregated agreement	Percentage point difference
<i>The formation of a national Education Hub for Kaupapa Māori settings</i>							
Strongly agree	169	13.4%		315	24.8%		
Agree	315	25.0%	38.4%	432	34.1%	58.9%	20.5
No opinion	258	20.5%		221	17.4%		
Disagree	185	14.7%		146	11.5%		
Strongly disagree	333	26.4%	41.1%	154	12.1%	23.7%	17.4
<i>Māori language provision</i>							
Strongly agree	240	19.1%		397	31.4%		
Agree	294	23.4%	42.4%	434	34.3%	65.6%	23.2
No opinion	165	13.1%		130	10.3%		
Disagree	233	18.5%		170	13.4%		
Strongly disagree	327	26.0%	44.5%	135	10.7%	24.1%	20.4
<i>Pacific language provision</i>							
Strongly agree	177	14.1%		292	23.1%		
Agree	423	33.6%	47.7%	624	49.3%	72.4%	24.7
No opinion	232	18.4%		176	13.9%		
Disagree	183	14.5%		84	6.6%		
Strongly disagree	244	19.4%	33.9%	90	7.1%	13.7%	20.2

Comments on the recommendation

There were 201 comments overall about the proposed Kaupapa Māori Education Hub, and the teaching of Māori and Pacific languages. Of these, 46 discussed the proposed Kaupapa Māori Education Hub, 20 discussed capability and capacity building to support Māori language provision, 112 discussed the prioritisation of Māori language for all students, and the remainder discussing Pacific and other languages.

Kaupapa Māori Education Hub

There were 46 comments about the recommendation that consideration be given to the formation of a dedicated national Education Hub for Kaupapa Māori settings that provides a strong and coherent parallel pathway within the overall network. Of these, 21 comments opposed the recommendation, 18 comments supported it, and seven expressed no clear view.

Disagree with the recommendation

There were 21 comments that expressed opposition to a dedicated Kaupapa Māori Hub. The most common reason given was that this would be divisive (mentioned in nine comments). Some said a Kaupapa Māori Hub would be unfair to non-Māori, some suggested it would be unfair to Māori. One respondent commented, *“Kaupapa Māori schooling should not have a separate Hub, because ALL Hubs should be well-equipped to be culturally-responsive so to effectively support Māori achieving success as Māori. If anything, all Hubs should be developed on the model that would be used for Kaupapa Māori.”*

There were five comments from respondents who opposed the formation of a Kaupapa Māori Hub because they opposed Hubs in general.

There were three comments from respondents who said a single Hub would not adequately represent the diversity of Māoridom, such as the following, *“There is opportunity here with a minimum of two hubs - one for the North island and one for the South as the IWI are*

completely different and the South Island would lose their uniqueness as a people, given the current North Island dialects prevalent in our education system already. Ideally a hub for each 'Maori' seat would be much more appropriate."

Support for the recommendation

There were 18 comments in support of a dedicated Kaupapa Māori Hub. Most respondents did not give a clear reason for this support. One respondent commented, *"Ka tautoko mārika ahau i te whakarite i tētahi Hub motuhake mō ngā kura Māori."* [I absolutely support the establishment of a special Hub for Kura Kaupapa Māori.]

There were five comments from respondents who considered a dedicated Hub would be appropriate to support the specific needs of Kura Kaupapa Māori.

General comments

Respondents that discussed a Kaupapa Māori Hub raised a number of other issues for consideration. Some said that kura would also need local representation at the Hub level, not just through a national body. Others questioned what provision would be made for schools that offer both English and Māori-medium education.

There were four comments from respondents that said Kura ā Iwi and designated character schools had specific requirements that differed from Kura Kaupapa Māori, and also needed to be represented at the Hub level. One respondent commented, *"I do not support these recommendations as I do not have faith that they will represent Kura ā Iwi in a manner that is consistent with our philosophy and practice. I also believe this would be the same concern for Kura Kaupapa Māori Aho Matua. The only solution I would have would be to ensure that there was one Hub that was led/driven by Kura ā Iwi and another one specifically for Kura Kaupapa Māori Aho Matua. The current governing bodies (Te Runanga Nui & Kura ā Iwi Exec) are the only ones who actually understand each of these kaupapa and are motivated to ensure the continued success. Nothing else would be suitable or appropriate!"*

Capability and capacity building

There were 20 comments about the recommended development of a strong and coherent plan across the state schooling sector for capability and capacity building to support phased Māori language provision. Of these, nine comments expressed support for the recommendation, and 11 expressed no clear view.

A common theme in the comments was that the education system currently lacks the capability and capacity to provide Māori language teaching, with *"not enough FLUENT speakers of the Reo WHO ARE ALSO qualified and licensed to be left alone in a classroom."*

Several respondents asked what would be undertaken to develop and increase the knowledge necessary to teach Te Reo, *"Where will the teachers come from to ensure all students get to access the learning of Te Reo Māori. What opportunities are teachers being given to upskill their knowledge and procure the skills of learning the language without it being an extra add-on to what they are doing now?"*

Māori Language Provision

There were 112 comments received about the recommendation that there be prioritisation of Māori language for all students and promotion of this through the Education Hubs. Of these,

59 comments were broadly supportive of the recommendation, 45 comments were opposed, and eight expressing no clear opinion.

Support for the recommendation

There were 59 comments received in support of the recommendation. The most common reasons given for this support were:

- Te Reo Māori is an official language of New Zealand, and should be provided to honour the Treaty of Waitangi, mentioned in 11 comments such as, *“I want to see absolute priority given to Te Reo Maori. This is a fundamental treaty obligation and we have dithered to long as a nation over the issue in our schools.”*
- The importance of Te Reo, and learning languages in general, mentioned in 10 comments such as, *“I come from Fiji. I'm descendant from Colonial Indentured Labourers' System. Fiji education system, back in 1980 to 90's incorporated this as part of Social Studies. Study of Polynesian and Pacific culture was incorporated as part of the Primary school. Unfortunately at the time, Fijian Language was optional. Hence, we didn't get the opportunity. But it is compulsory now. Which is brilliant. So, I strongly believe Te Reo Maori and Polynesian studies should be part of NZ schooling system.”*
- A greater sense of belonging for Māori in the education system, mentioned in three comments.

There were three comments received about the importance of providing Te Reo Māori within the context of Māori culture and tikanga.

Disagree with the recommendation

There were 45 comments opposed to the prioritisation of Māori language for all students. The most common reasons given for this opposition were:

- It is unfair to prioritise Te Reo Māori over other languages, or to make it compulsory in schools, mentioned in 17 comments such as, *“Maori language is important, but should not be forced upon others.”*
- Learning Te Reo Māori is unnecessary because it is not spoken globally or in the workforce, mentioned in eight comments such as, *“I don't see maori being used as a world wide language and it does not help when you leave school.”*
- Provision of Te Reo Māori would compromise the teaching of core subjects, mentioned in four comments.

One respondent commented, *“A prioritisation of Māori language for all students lacks agency and autonomy. On the other hand, an opportunity for Māori language learning for all students would be effective and meaningful. What are we prioritising Māori language learning over? Once again, let's provide opportunities and practice inclusiveness.”*

Pacific Language Provision

There were few comments in favour of the prioritisation of support for Pacific languages where there is community and school demand. One respondent commented, *“The provision of Pasifika languages must never, in any community become more important than the provision of the Maori language for all students.”*

There were 14 comments that discussed the multicultural nature of New Zealand society, and some respondents felt that language provision should reflect this variety within the

school community. Several respondents felt that priority should be given to languages that promote global trade and connections, and that Asian languages were of particular importance.

New Zealand Sign Language

Nine respondents made mention of New Zealand Sign Language (NZSL). Several respondents noted that NZSL is an official language of New Zealand, and felt that it should have some priority in schools, and one respondent said it should be represented at Hub level. One respondent commented, *“Many Deaf students are mainstreamed and NZSL needs to be a priority. It is an official language in NZ and should hold the same status as Maori and English in the classroom.”*

Recommendation 6: Work should be undertaken to ensure that student transitions between schools or providers are seamless as they progress through the education system

This recommendation relates to work being undertaken to ensure credible and robust data follows a student during transitions from early childhood to tertiary education. The survey included one question regarding this recommendation (shown in Figure 6 below).

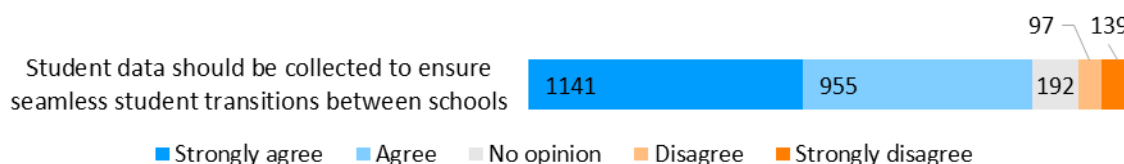


Figure 6. Recommendation 6 question

Figure 6 shows the frequency of the 2,524 respondents' agreement and disagreement with Recommendation 6. There was a majority of agreement for this recommendation, with 83.0% of respondents agreeing with ensuring student transitions are seamless during progress in the education system. Comparatively, there was 7.6% who expressed no opinion, and 9.4% of respondents who disagreed with the recommendation.

Differences in agreement

Auckland

Differences in agreement were examined for Auckland and non-Auckland respondents. There was a difference between 10.1 – 20.0 percentage points in responses, where non-Auckland respondents had higher degrees of agreement and lower levels of disagreement than Auckland respondents. However, there were still clear majorities of agreement for both cohorts, 75.5% for Auckland respondents and 90.5% for non-Auckland respondents.

Comments on the recommendation

There were 74 comments received overall about student transitions and data flow. Of these, 38 comments discussed the recommendation that student transitions are seamless as they progress through the education system, and that data and information about a student follows them. Most remaining comments discussed the data and information collected about students more generally.

Of the 38 comments about the recommendation, there were 25 in support, eight against, and five expressing no clear view.

Support for the recommendation

Of the 25 comments in favour of the recommendation, nine supported greater efficiency in the systems that manage student transitions. Respondents discussed the inconsistencies and inefficiencies in the system currently, and expressed support for the development of a standardised national system. One respondent commented, *"It baffles me that there is not a national data base for students. It would make transitioning between schools easier and support systems more consistent surely?"*

There were four comments from respondents who felt a system of seamless transitions and data flow would help disadvantaged students, who might otherwise *"fall through the gaps."*

One respondent commented, *“I support anything to do with improving and centralising information recording student progress and transfers between schools as it wouldn’t surprise me if poor students in difficult situations are just passed around between schools with no integrated forward movement.”*

Disagree with the recommendation

There were eight comments from respondents opposed to the recommendation. Of these, five said that the current system was sufficient for managing student transitions, and no change was needed.

Several respondents were wary of the recommendation that data and information would ‘follow’ students through the education system. One was concerned that students would be labelled as difficult or low-achievers on the basis of this data, and discriminated against, *“I believe collecting information about students is likely to become incredibly disadvantageous for the more problematic students. They will be forever condemned by past problems.”* Another was concerned that personal information may be shared inappropriately, breaching privacy standards and impacting learner/ākonga wellbeing.

Credible and robust data and information

Respondents had different interpretations of which data and information was to be measured or shared. Some took this to mean personal information, or information about learning support. Others understood this as information on academic progress.

A number of comments spoke about National Standards or similar forms of measurement, and expressed their approval or opposition to the concept of standardised assessment tools. One respondent commented, *“Following a student through their school career with information & tracking should not mean a reintroduction of National Standards, nor should it mean that testing of students increases or becomes standardised.”*

Early Learning

Six comments discussed the importance of the transition from Early Learning into the schooling system, and urging that this be taken into consideration.

Learning Support

There were four comments about sharing information about learning support needs between schools and providers. Several expressed frustration that this information was not shared routinely, resulting in unnecessary reassessments and applications for support. One respondent commented, *“There is a MASSIVE disconnect in learning support when children transition from pre-school/ECE to primary school ... Children receiving speech language therapy etc may have their therapy halted for 6 months when they start primary school because of the system which is set up to be resourced differently for ECE vs primary school.”*

Communities of Learning | Kāhui Ako

Several respondents discussed the role of Communities of Learning in facilitating better schooling transitions. One respondent commented, *“Aren’t multiple Kahui ako focusing on providing seamless transitions, sharing pedagogy etc?”* Another respondent saw limitations in what Kāhui Ako could do to support student transitions, as *“not all children progress to the schools in their kahui ako.”* For more comments on Kāhui Ako, please see [“Recommendation 18: Communities of Learning | Kāhui Ako pathway model requirements” on pp.135.](#)

Recommendation 7: The phasing in of schooling provision to provide more stable transitions for students

This recommendation relates to the proposal that schooling provision be phased in over time, based on models including: primary schools (Years 1-6), middle schools (Years 7-10), and senior colleges (Years 11-13); full primary schools (Years 1-8), and secondary schools (Years 9-13); or composite schools (Years 1-13). The survey included one question regarding this recommendation (shown in Figure 4 below).

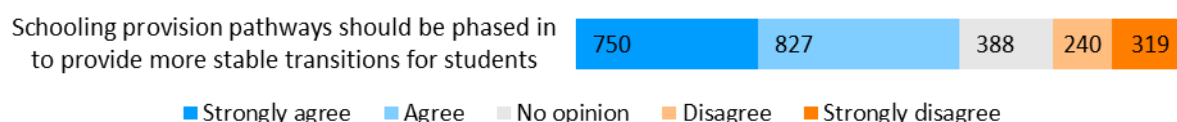


Figure 7. Recommendation 7 question

Figure 7 shows the frequency of the 2,524 respondents' agreement and disagreement with Recommendation 7. There was a majority of agreement for this recommendation, with 62.5% of respondents agreeing with the proposed schooling provision models. Comparatively, there was 15.4% who expressed no opinion, and 22.1% of respondents who disagreed with the recommendation.

Differences in agreement

Auckland

Differences in agreement were examined for Auckland and non-Auckland respondents. There was a difference between 10.1 – 20.0 percentage points, where non-Auckland respondents had higher degrees of agreement and lower levels of disagreement than Auckland respondents. However, there were still majorities of agreement for both cohorts, 54.2% for Auckland respondents and 70.7% for non-Auckland respondents.

Comments on the recommendation

There were 268 comments overall about different models of schooling provision. Of these, 76 comments discussed the recommendation to phase in a model of schooling provision that provides more stability and better transitions for students, with 33 opposed to the recommendation, 15 in support, and 26 expressing no clear preference.

Remaining comments discussed particular models of schooling provision, or the effects of stability and transitions in schooling more generally. Middle schools and the potential closure of intermediate schools received the most comments.

Disagree with the recommendation

The most common reason given by respondents opposed to the recommendation on schooling provision was the perceived expense or impracticality of the changes proposed, with this mentioned in 19 comments. Respondents said that changes to schooling provision would require major adjustments to school sites and buildings, and questioned how linkages and overlaps between the year groupings would be managed within a community. One respondent commented, *“Altering the format of intermediate schools, and high schools is a monumental task - highly successful school models that are at maximum capacity already don't have room to bring in new year groups without excluding huge numbers of students. In*

order to make this work, there is a need for numerous new schools and restructuring to some very effective schools. This should only be enacted on a case by case basis."

Several respondents expressed a preference for incremental change, and hoped that new arrangements *"would not be forced upon existing schools, but be a vision for new schools and sometimes rebuilds."*

There were four comments that questioned what evidence was being used as a basis for the proposed changes to schooling provision.

Support for the recommendation

Many of the 15 respondents in support of the recommendation gave no clear reason for their support. There were five comments in support of having less transitions between schools, or for transitions to be *"more actively managed than they appear to be at present."*

Models of schooling provision

There were many comments that focused on different models of schooling provision and their merits and drawbacks. Implied in this model was the phasing out of intermediate schools, which was mentioned in 102 comments. Respondents also discussed the establishment of a schooling model based on primary schools (Years 1-6), middle schools (Years 7-10), and senior colleges (Years 11-13) was the most discussed, mentioned in 72 comments.

Intermediate schools phased out

There were 102 comments of divided opinion about phasing out intermediate schools. There were 55 comments in favour of retaining intermediate schools, 42 in favour of phasing them out, and five expressing no clear preference. A number of respondents shared their experiences of intermediate schooling, both positive and negative.

The most common reason given by those in support of intermediate schools was that they helped students transition between primary and secondary schools. This was mentioned in 16 comments, such as the following, *"Their specialist programmes [give students] experience in many areas while still having a nurturing classroom teacher who knows them well."*

Some respondents shared personal anecdotes in support of intermediate schools, such as, *"Intermediate for myself and my husband were two of the best years of our lives and we wanted that for our children."*

The most common reason given by those against intermediate schools was that making two transitions within two years was stressful for students (mentioned in seven comments). A further six comments were received from respondents who considered intermediate schools a waste of time or outdated, such as the following, *"Intermediate schools are long past their usefulness and I absolutely agree that the year group models mentioned here would be a vast improvement for communities."*

Primary school - middle school - senior college

There were 72 comments about the recommendation to phase in a model of primary schools, middle schools and senior colleges, with 44 comments in support, 20 against, and eight expressing no clear preference.

The most common reason given in support was that this schooling model best matched the different stages of development through childhood and early adulthood. This was mentioned in five comments, such as the following, *“Prefer primary-middle-secondary option, rather than full primary-secondary, or composite schools. Three distinct stages of schooling allows greater focus on age/development stage of the students, and enough change and transition to make compulsory schooling feel like a journey rather than a custodial sentence!”*

One respondent felt the middle school model offered a good balance, with *“enough variety in age group to encourage tuakana-teina learning systems, without restraining the personal growth and development of students.”*

Respondents also suggested other similar models be considered, such as intermediate schools incorporating three year levels.

The most common concern for respondents opposed to the middle schooling model was whether this model would offer classes for specialised subjects, and how this model would be staffed. This was mentioned in six comments, such as the following, *“Specialist teaching needs to begin earlier not later. Almost without exception, parents see evidence of little learning taking place at Intermediate schools. We suffer it as a two-year blip - but I am aghast at the thought of this “wilderness” period extending for 4 years.”*

There were four comments from respondents who were opposed to the middle school model because it still involved two transitions, which was considered too many.

Full primary school - secondary school

There were 23 comments received about the full primary to secondary school model, of which 19 were broadly positive. The most common reason given by those in support of this model was that it involved fewer transitions.

Composite schools

There were 10 comments received about the composite school model, of which four were broadly positive, and six negative. Some respondents acknowledged that these models of schooling provision were often the most practical in isolated and rural communities.

Other schooling models

Other schooling models were also discussed, including having secondary schools span Years 7 – 13. Of the 27 comments about this schooling model, 20 were in support, although some said that Year 7 and 8 students were too *“innocent”* to be schooled in the same environment as Year 12 and 13 students.

Schooling transitions

Many respondents discussed transitions within the school system, and acknowledged that these transitions can be difficult for students. However, a significant number of respondents felt that transitions can also be beneficial to students, building resilience and preventing boredom. One respondent commented, *“All my children have had a settling in, slightly disrupted period of transition at some time of their education, this is when they learn resilience. Schools are great at helping students with these very normal changes.”*

Other transitions within schooling were also discussed, such as:

- Transitions between Māori and English medium schooling, “... *we are disadvantaging young Maori by not managing their transition to English language environments either at Secondary School or University...*”
- Transitions between mainstream and special schools, “... *transition in and out of a special school should be a valid pathway for students who need it and included here ...*”
- Transitions between state and state-integrated schools, “[I] *have some concerns regarding learning pathways through schools because many students ... will pass from a state primary school to a state integrated Catholic secondary school.*”

There were 11 comments about transitions into and out of school, with the transition from early learning to schooling being seen as particularly significant.

Other comments

A range of other issues were raised by respondents. Some discussed how transitions between schools also intersect with other factors in students' lives, such as the changes of adolescence and the introduction of the National Certificate of Educational Achievement (NCEA). Other respondents discussed older students being role models for younger students, which was considered by those respondents as both beneficial and unhelpful in some instances.

Recommendation 8: National guidelines should be developed for schools to become full-service sites that offer extensive wraparound services in socio-economically disadvantaged communities

This recommendation relates to the development of national guidelines for schools to become full-service sites that offer extensive wraparound services in socio-economically disadvantaged communities. The survey included one question regarding this recommendation (shown in Figure 8 below).

National guidelines should be developed for full service schools offering wraparound services in socio-economically disadvantaged communities



Figure 8. ■ Strongly agree ■ Agree ■ No opinion ■ Disagree ■ Strongly disagree

Recommendation 8 question

Figure 8 shows the frequency of the 2,524 respondents' agreement and disagreement with Recommendation 8. There was a majority of agreement for this recommendation, with 66.4% of respondents agreeing that national guidelines should be developed for schools to become full-service sites. Comparatively, there were 13.2% who expressed no opinion, and 20.4% of respondents who disagreed with the recommendation.

Differences in agreement

Auckland

Differences in agreement were examined for Auckland and non-Auckland respondents. There was a difference between 10.1 – 20.0 percentage points, such that non-Auckland respondents have higher degrees of agreement and lower levels of disagreement than Auckland respondents. However, there were still majorities of agreement for both cohorts, 56.4% for Auckland respondents and 76.3% for non-Auckland respondents.

Comments on the recommendation

There were 84 comments about schools becoming full-service sites that offer extensive wraparound, with 42 in support, 27 opposed, and 14 expressing no clear view. Of those that expressed no clear opinion, respondents offered suggestions or general comments.

Support for the recommendation

The most common reasons given by those in support of the recommendation were:

- Additional support being available for vulnerable and disadvantaged students, mentioned in 10 comments.
- Reducing the current burden on teachers/kaiako and schools to provide pastoral care, mentioned in four comments such as, *"Full service schools would recognise much that is currently trying to be achieved in low decile settings."*
- Greater wellbeing for all students, mentioned in four comments.

One respondent saw potential for even more significant change, *"Remove the education title from the Hub and transform it into a community Hub with holistic wrap around services,*

driven by the community. Create radical change to remove the hegemony of the existing school system which is an anachronism."

Services for socio-economically disadvantaged communities

There were seven comments from respondents who supported the recommendation that schools would offer wraparound services, but said these services should be available in all schools. One respondent suggested that *"all schools should be provided with a nurse, a social worker etc and those in socio-disadvantage communities should get double the support."*

Disagree with the recommendation

The most common reasons given by those opposed to the recommendation were:

- Provision of social services detracting from the provision of education, *"our core business"* (mentioned in 15 comments). One respondent said, *"Full service schools have intuitive appeal but it would need to be thoughtfully developed so that the education side of things doesn't take a back seat to responding to a complexity of need. Above all else, schools must continue to prioritise giving students the very best chance to learn and gain a foundation for future success and contribution."*
- Potential for students to feel stigma around accessing social services at school, mentioned in three comments, such as, *"Some students avoid school counsellors due to embarrassment etc. Would families feel vulnerable/fear of bringing children to school if they feel they are being monitored there?"*

Specialist staff and resources

There were 15 comments about the importance of wraparound services being delivered by appropriate professionals, and being adequately resourced, with one commenting that *"a 'one-stop-shop' for all of society's problems is not a solution without a significant support structure and funding programme in place."*

Some respondents imagined full-service sites would house a number of government agencies together, suggesting, *"schools with amenities like a WINZ office."*

Recommendation 9: Education Hubs should work with schools and communities to design community-wide curriculum, assessment and timetable offerings for schools

This recommendation relates to Education Hubs working with schools and communities to design community-wide flexible curriculum, assessment and timetable offerings for schools. The survey included one question regarding this recommendation (shown in Figure 9 below).

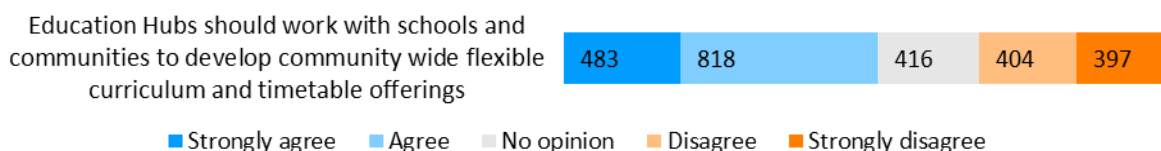


Figure 9. Recommendation 9 question

Figure 9 shows the frequency of the 2,518 respondents' agreement and disagreement with the recommendation. There was a majority of agreement, with 51.7% of respondents agreeing with Education Hubs working with schools and communities to design community-wide curriculum, assessment and timetable offerings for schools. Comparatively, there were 16.5% who expressed no opinion, and 31.8% of respondents who disagreed with the recommendation.

Differences in agreement

Auckland

As the table below shows, the Auckland cohort had lower levels of agreement and higher levels of disagreement in comparison to the non-Auckland cohort, with differences greater than 20.1 percentage points. Non-Auckland respondents had a majority of agreement (59.9%), whereas Auckland respondents did not have a majority of agreement or disagreement, with agreement at 43.4%. Comparatively, there was 23.3% disagreement for non-Auckland respondents, and a 40.3% level of disagreement for Auckland respondents.

Auckland				Non-Auckland			
	Votes	Percentage	Aggregated agreement	Votes	Percentage	Aggregated agreement	Percentage point difference
<i>Education Hubs should work with schools and communities to design community-wide curriculum, assessment and timetable offerings for schools</i>							
Strongly agree	182	14.5%		301	23.9%		
Agree	364	28.9%	43.4%	454	36.0%	59.9%	16.5
No opinion	205	16.3%		211	16.7%		
Disagree	231	18.4%		173	13.7%		
Strongly disagree	276	21.9%	40.3%	121	9.6%	23.3%	17.0

State-integrated schooling

Those who indicated as being connected to a state-integrated school had lower levels of agreement in comparison to those not involved with state-integrated schooling. The percentage point differences were marginal (0.1 – 2.0 percentage points), however there was a majority of agreement for those not involved in state-integrated schooling (52.1%), compared to the 49.5% of those connected to state-integrated schooling. There were no majorities of disagreement for either group.

Comments on the recommendation

There were 134 comments that responded to the recommendation that Hubs assist in the design of curricula, assessments and timetable options in schools. Of these, the following themes emerged: the role proposed for Education Hubs (24); flexible curricula, assessments and timetables (37); better use of school facilities (36); increased use of digital infrastructure and delivery options (34); and the use of just-in-time assessment and micro credentialing (17).

The role of Education Hubs

There were 24 comments on the recommendation that Education Hubs, working with schools and communities, design community-wide flexible curriculum, assessment and timetable offerings for schools. Of these, 16 were opposed to the recommendation, three were in support, and five expressed no clear view.

The most commonly expressed concern was that Hubs would be prescriptive and would not allow schools and communities to design locally relevant curricula. This concern was raised in eight comments, such as the following, *“Education Hubs should not set a curriculum for schools. This is a huge task and deeply individual to each school.”*

Flexible curricula, assessments and timetables

There were 37 comments that discussed flexible curricula, assessments and timetables, but did not mention Hubs. Of these, 15 comments were in favour of flexible arrangements, 10 were opposed to the arrangements, and 12 did not express a clear preference.

Flexible curricula

There were 11 comments about the use of flexible curricula, with around half in favour and half opposed. Of those in favour, three comments supported schools adapting curricula to their local communities, and one respondent said that flexible curricula allowed more individualised learning for students.

Of those opposed, three comments expressed concern that flexible curricula would lead to inconsistency in standards nationally. One respondent said, *“Not sure that flexibility in timetables, curriculum etc will give better outcomes and certainly not standardisation across the country.”*

A further three comments expressed preference for more central control of curricula as this would deliver more equitable educational outcomes. Respondents expressed the view that a *“single, enforced national curriculum (with specified content knowledge) ensures that all students receive access to the same quality and quantity of knowledge and allows all communities to participate as connected and informed adults to the same basic levels.”*

Flexible timetabling

Eleven comments were received about flexibility in school timetabling. Overall, respondents were positive about greater flexibility. One respondent commented, *“With the mental health issues young NZ face and the way the workforce is changing, I think we should be looking at creating a better life/work balance for children in school too. It is hard for 5 and 6 year olds to adjust to life at school, and 30 hours a week is a lot for them. Why not be more flexible?”*

Use of school facilities

There were 36 comments about the recommendation that better use is made of school facilities by students and the community throughout the day and at weekends, with 26 in support, seven opposed and three expressing no clear preference.

The most common reasons given by those in support of the recommendation were:

- Maximum use being made of a public resource, mentioned in six comments.
- Schools being a focal point where communities gather, mentioned in five comments.
- Potential for more night schooling and adult education provided in schools, *“... including night class provision for people who have either become disengaged with formal education or come to learning in later life.”* This was mentioned in five comments.

The most common reasons given by those opposed to the recommendation were:

- Extra burden being placed on teachers/kaiako and school administration to coordinate activities after hours, mentioned in six comments.
- Potential for damage to school property, and responsibility for any problems after hours. One respondent commented, *“This is a sizeable undertaking for the administration and management of a school. Who would be charged with the responsibility of employment and health and safety whilst on a school site? Would personnel operating these services be paid through the school's payroll? Such policies from Vulnerable Children's Act etc. need to be considered when opening up a school site.”*

One respondent also made the following point, *“It needs to be noted that using schools as community education spaces may not necessarily result in increased engagement by the community. Many people who have not had a positive experience with the compulsory education system are less likely to attend events held at a school.”*

Digital infrastructure and delivery

There were 34 comments received about the intensified use of digital infrastructure and delivery. A clear majority opposed an increase in the digital delivery of education, and any resulting loss of face-to-face interactions.

One respondent commented, *“I used to be a proponent of digital devices in classes ... However I am increasingly aware of children who are distracted by websites other than work without teachers knowing. Anecdotal reports of teens suffering from eye, wrist and back problems. Pen and paper is easier to monitor for parents and some teachers. Quality research needs doing into medical problems and academic outcomes with byod. Also humans are psychologically wired to be relational. When students are on devices we are not taking advantage or building on relational skills.”*

There were also concerns raised about accentuating the ‘digital divide’ between learners/ākonga with access to digital devices and those without, mentioned in six comments.

Just-in-time assessment

There were 17 comments about the use of just-in-time assessment badging and micro credentialing, with two in support, and seven opposed. The remaining eight comments raised questions, or expressed confusion about the terms, mentioning that they were a *“grab*

bag of meaningless phrases.”

Others respondents raised concerns about these assessment methods. One said, “*Micro-credentialling – no-one really knows how this will work, or whether employers will be interested in accepting it.*”

Recommendation 10: Investigation into the role of Te Kura

This recommendation relates to an investigation into the role of Te Kura with the aim of more closely incorporating its specialist areas of learning expertise and resource development into Education Hub schooling network and provision. The survey included one question regarding this recommendation (shown in Figure 10 below).

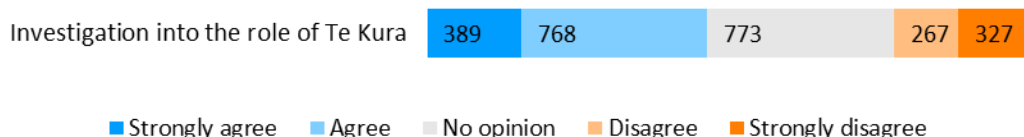


Figure 10. Recommendation 10 question

Figure 10 shows the frequency of the 2,524 respondents' agreement and disagreement with the questions in Recommendation 10. There was no majority of agreement for this recommendation, with 45.8% of respondents agreeing with investigation into the role of Te Kura. Comparatively, there were 30.6% who expressed no opinion, and 23.5% of respondents who disagreed.

Differences in agreement

Auckland

As the table below shows, the Auckland cohort had lower levels of agreement and higher levels of disagreement in comparison to the non-Auckland cohort, with differences between 10.0 – 20.0, and greater than 20.1 percentage points. Non-Auckland respondents had a majority of agreement (56.7%), whereas Auckland respondents did not have a majority of agreement or disagreement, with agreement at 34.9%. Comparatively, there was 15.8% disagreement for non-Auckland respondents, and a 34.9% level of disagreement for Auckland respondents.

Auckland				Non-Auckland			
	Votes	Percentage	Aggregated agreement	Votes	Percentage	Aggregated agreement	Percentage point difference
<i>Investigation into the role of Te Kura</i>							
Strongly agree	138	11.0%		251	19.8%		
Agree	301	23.9%	34.9%	467	36.9%	56.7%	21.8
No opinion	425	33.8%		348	27.5%		
Disagree	164	13.0%		103	8.1%		
Strongly disagree	230	18.3%	31.3%	97	7.7%	15.8%	15.5

Comments on the recommendation

There were 47 comments received about the recommendation that Te Kura be more closely incorporated into the schooling network. Of these, 23 comments broadly supported the recommendation and 12 opposed it, while the remainder did not express a clear preference.

The most common reasons given by those in support of the recommendation were:

- Additional options to access non-mainstream education, mentioned in 14 comments. One respondent commented, *"Te Kura - correspondence school is an amazing alternative that all those that don't fit the box can access. It shouldn't be so hard to*

access for under 16 yr olds. I totally agree with the changes suggested regarding Te Kura."

- More subject choices being made available, providing, *"access to music, physics, calculus, art, history, classics and languages. These are not just subjects for the privileged communities."* This was mentioned in four comments.

The most common reasons given by those opposed to the recommendation were:

- Concern about the competency of Te Kura, and about the outcomes in distance education in general, mentioned in six comments.
- A preference for face-to-face education over digital delivery, *"rather than outsourcing to Te Kura and isolating the child from their local school community,"* mentioned in five comments.

Several respondents also expressed concern that promoting distance learning options may allow schools to absolve responsibility. One commented, *"I believe in place based education - Te Kura removes 'challenging' children from being engaged in this way."*

Role of Te Kura

There were six comments expressing concern that the role Te Kura currently plays would be diluted under the proposed changes, disadvantaging those for whom correspondence schooling is the only option. One respondent commented, *"[Correspondence] School provides a valuable resource for the rural community. I worry that moving away from its core focus is not a wise move. Unless further investment comes with it."*

Te Kura and Education Hubs

There were 12 comments about Te Kura and Education Hubs. Most did not support Hubs being involved with Te Kura, and four comments expressed concern that Te Kura would disappear in the Hub structure, saying, *"Do not lose the correspondence school within a learning hub."* Another respondent mentioned that, *"course development is costly and cannot be duplicated across 21 learning hubs."*

General comments on Schooling Provision

There were 34 comments that discussed the recommendations on schooling provision as a whole. Other comments were received on topics related to schooling provision, with the most common topics being diversity in schooling provision (35); the performance of schools and the education system (33); Education Hubs (29); school and community autonomy (22); and curriculum, skills and competencies (18).

The recommendations

There were 34 comments received that discussed the recommendations on schooling provision as a whole. Of these, 16 were generally positive and 18 were generally negative.

There were 16 generally positive comments about the recommendations on schooling provision. Some (7) gave little reason for this support, and said things like, *“Really exciting suggestions here!”* Others (6) expressed support for the recommendations, but did not support the establishment of Education Hubs. Several comments expressed support for the recommendations providing they come with sufficient resourcing and staffing.

There were 18 generally negative comments about the recommendations on schooling provision. Some (12) gave little reason for this opposition, and said things like *“I believe the costs of these proposals far outweigh any benefits.”* Others (3) preferred resources to be spent on the current system of schooling provision. One respondent commented, *“NZ embarked on a model in 1990 with little idea of where it would lead. We are now concerned about some of its unintended consequences. Be careful not to repeat the same story.”*

Diversity in schooling provision

Among the 35 comments received, there was generally positive sentiment around diversity in schooling provision. Some (8) saw diversity in schooling provision as necessary to support diversity in communities and give learners/ākonga *“choice when it comes to the type of education system they would like to be educated under. One size does NOT fit all.”*

Other respondents discussed diverse models of education they hoped would be considered in any review of the schooling sector, including home schooling, alternative education, health schools, residential schools and the former charter schools.

There were three comments from respondents asking that a system allowing dual enrolments be introduced.

Performance of schools

There were 33 comments about the current performance of schools and the education system. Many (17) wanted change or support to be targeted at schools that were struggling or not performing, and that high performing schools be left as they are. A number of comments (13) said that the education system is currently performing well, and that no significant change is needed. One respondent commented, *“Our national education system with direct and high level parental engagement has demonstrated that the significant majority of our schools meet the learning needs of individuals and whanau.”*

Education Hubs

Most (19) of the 29 comments received about Hubs and schooling provision were negative in tone, or said things like, *“Most of the recommendations are wonderful but why do we need Hubs to fulfill any of these recommendations?”* For further details around Education Hubs, please see “Recommendation 2: Local Education Hubs should be established” on pp.37.

School and community autonomy

All of these comments (22) expressed a preference for schools and local communities having the autonomy to make their own decisions. One such comment was, *“I’m concerned about state control and loss of school independence and that each school community will lose its own unique voice.”*

Curriculum, skills and competencies

There were 18 comments received about curriculum, skills and competencies. Some (6) discussed the importance of *“life skills”*, such as financial literacy and driving. Others (6) discussed the importance of literacy, numeracy and the core academic subjects, saying things like, *“Too much distraction from the key focus of education to build a strong educated populace. Get back to basics.”*

There were five comments that expressed concern about aspects of the current New Zealand Curriculum. One respondent looked forward *“to seeing how the Tomorrow’s Schools Review tackles these concerns.”*

Other comments

Comments on a range of other topics were also received. Several comments discussed the importance of having adequate resourcing for education. One respondent commented, *“You have to fund it! Lots of good ideas, but schools cannot be asked to solve the world’s problems on a shoestring!!”*

Several respondents valued equity in schooling provision. One commented, *“Any schooling provision which increases the likelihood of disadvantaged communities or young parents completing their high school education is to be encouraged.”*

Several comments were received about the challenges faced by rural and isolated schools, and about school transport.

One respondent commented, *“It would be good for public early childhood centres to also be included in the schooling provision.”*

Key Issue 3: Choice and Competition

There were a total of 2,746 respondents that chose to answer this section on choice and competition. The following discussion provides analysis of:

- the number of respondents that agreed or disagreed to the given questions;
- comments relating to the recommendations; and
- general comments about choice and competition which do not relate to any specific recommendations.

The Taskforce has made the following recommendations to address the issues identified in Choice and Competition:

<u>Recommendation 11</u>	Education Hubs should have planned schooling networks for state and state-integrated schools
<u>Recommendation 12</u>	State-integrated schools

For the complete recommendations, please see pp. 76 in *Our Schooling Futures: Stronger Together* | *Whiria Ngā Kura Tūātinini*.

Recommendation 11: Education Hubs should have planned schooling networks for state and state-integrated schools

This recommendation relates to Education Hubs planning schooling networks for state and state-integrated schools. The survey included five questions regarding this recommendation (shown in Figure 11 below).

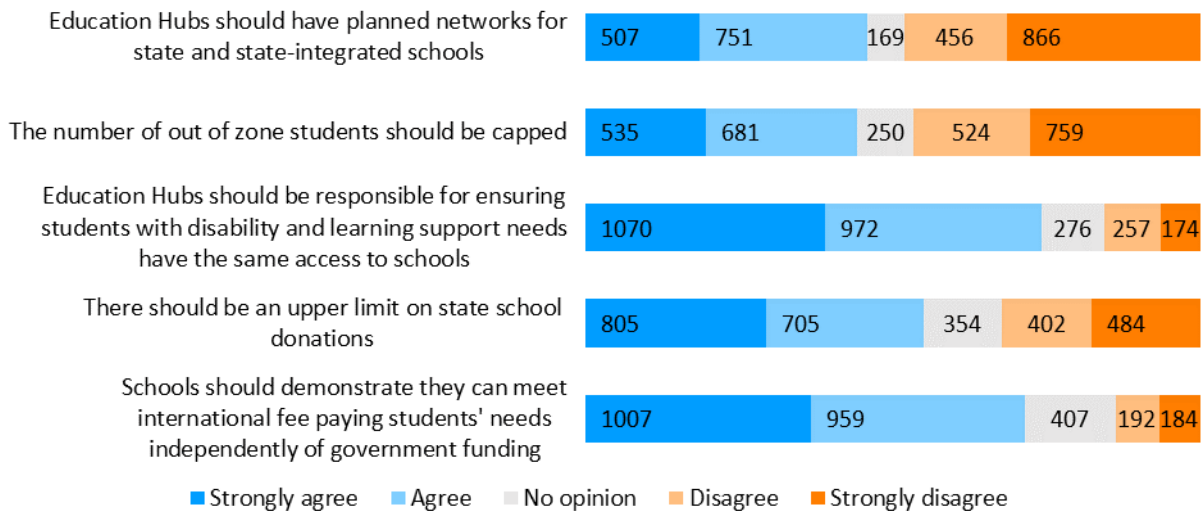


Figure 11. Recommendation 11 questions

Figure 11 shows the frequency of the respondents' (between 2,749 – 2,750 respondents) agreement and disagreement with the questions in Recommendation 11. There were majorities of agreement for recommendations relating to disability and learning support students having the same access to local schools (74.3%), upper limits on school donations (54.9%), and international fee paying students (71.5%).

Comparatively, for questions relating to planned networks for state and state-integrated schools, and out of zone students, there was no majority of agreement or disagreement.

Differences in agreement

Auckland

As the table below shows, the Auckland cohort had lower levels of agreement and higher levels of disagreement in comparison to the non-Auckland cohort. Only questions that yielded differences of greater than 10.1 percentage points are reported here.

For each of the questions, there was a majority of agreement for non-Auckland respondents. For both questions relating to planned schooling networks and out of zone students, Auckland respondents had a majority of disagreement. There was no clear majority of agreement or disagreement for Auckland respondents regarding an upper limit on school donations.

NOT GOVERNMENT POLICY

Auckland				Non-Auckland			
	Votes	Percentage	Aggregated agreement	Votes	Percentage	Aggregated agreement	Percentage point difference
<i>Planned networks for state and state-integrated schools</i>							
Strongly agree	185	13.3%		322	23.7%		
Agree	296	21.3%	34.6%	455	33.5%	57.2%	22.6
No opinion	77	5.5%		92	6.8%		
Disagree	259	18.6%		197	14.5%		
Strongly disagree	574	41.3%	59.9%	292	21.5%	36.0%	23.9
<i>Out of zone students</i>							
Strongly agree	206	14.8%		329	24.2%		
Agree	302	21.7%	36.5%	379	27.9%	52.1%	15.6
No opinion	125	9.0%		125	9.2%		
Disagree	277	19.9%		247	18.2%		
Strongly disagree	481	34.6%	54.5%	278	20.5%	38.7%	15.8
<i>Donations</i>							
Strongly agree	301	21.6%		504	37.1%		
Agree	325	23.3%	45.0%	380	28.0%	65.1%	20.1
No opinion	205	14.7%		149	11.0%		
Disagree	228	16.4%		174	12.8%		
Strongly disagree	333	23.9%	40.3%	151	11.1%	23.9%	16.4

State-integrated schooling

As the table below shows, those who indicated as being connected to a state-integrated school had lower levels of agreement in comparison to those not involved with state-integrated schooling. The percentage point differences between levels of agreement were below 10.0 percentage points, with no majority of agreement for either group. However, there was a majority of disagreement for those connected to state-integrated schooling (55.3%), compared to the 45.1% of other respondents.

State-integrated schooling				Other schooling			
	Votes	Percentage	Aggregated agreement	Votes	Percentage	Aggregated agreement	Percentage point difference
<i>Out of zone students</i>							
Strongly agree	50	12.0%		485	20.8%		
Agree	104	25.0%	37.0%	577	24.7%	45.5%	8.5
No opinion	32	7.7%		218	9.3%		
Disagree	90	21.6%		434	18.6%		
Strongly disagree	140	33.7%	55.3%	619	26.5%	45.1%	10.2

Comments on the recommendation

There was a total of 854 comments that related to this recommendation. As in previous sections, respondents were not required to provide comments, so these comments do not necessarily reflect the results shown in Figure 11 above. Comments relate to a number of themes and sub-themes that are identified in the table below:

NOT GOVERNMENT POLICY

<i>Themes</i>	<i>Sub-themes</i>	<i>Comments</i>	<i>Total comments</i>
<u>Education Hubs should have planned schooling networks</u>			75
<u>School Zoning</u>	Disagree with the recommendation	85	
	Support for the recommendation	57	
	Mixed views	41	
	Lower funding given to out of zone students	34	
	Current state of schooling networks and the role of Education Hubs	28	
	Zoning exemptions	27	
	Other comments	51	301
<u>Disability and Learning Support</u>	Support for the recommendation	169	
	Special schools	86	
	Other comments	12	275
<u>School Donations</u>	Disagree with the recommendation	72	
	Support for the recommendation	18	
	Funding in the current model	67	
	Other comments	28	160
<u>International Students</u>	Support for the recommendation	22	
	Disagree with the recommendation	16	
	Other comments	3	43

Education Hubs should have planned schooling networks

There were 75 comments of a general nature regarding the set of proposals within Recommendation 11. Most respondents that discussed the Hubs' role in the oversight and planning of school networks, doubted that Hubs would have the capacity to carry out this role effectively, and questioned the need for a governing middle layer or any intervention at all. There was large concern that such sweeping reform to the network of state and state-integrated schools was a homogenous approach that lacked nuance. Some respondents discussed the need for alignment with housing policy for the set of proposals within Recommendation 11 to be effective.

Other concerns included uncertainty regarding the place of private schools within or outside the proposed Hub model, and that Kura Kaupapa Māori have specific enrolment policies which may conflict with the proposed planned schooling networks. Respondents also asserted the importance of Te Reo Māori requirements within Hubs.

School zoning: The number of out of zone students should be capped

There were 301 comments overall that discussed the recommendation to cap out of zone enrolments for any school following a review. A number of themes emerged in opposition of the recommendation (85): support for the recommendation (57); mixed views (41); lower funding for out of zone students (34); the current state of the schooling network (28); zoning exemptions (27); and other comments (51).

Disagree with the recommendation

There were 85 comments against the proposal or that made general comments against the notion of stricter zoning within schooling networks.

Close to half of these respondents (43) connected stricter zoning to the loss of parental choice, with six of these comments stating enrolments should remain a decision between parents and schools.

There were 37 comments giving specific reasons why a local school may not be suitable for students, with learning support needs being the most commonly mentioned reason for out of zone enrolments. One respondent commented, *“Learners with disabilities or learning support needs should have more choices not less - zoning is terrible if your stuck with a school who’s culture doesn’t match your learners.”*

Other reasons given were preferences for Catholic, single-sex, Māori-medium or special character schooling. The culture of schools regarding arts, sports and academia, a certain pedagogical approach or the range of subjects offered were also noted as key deciding factors. One respondent commented, *“Sometimes schools are just different. They can have a different community, with different school culture, different principal that focuses on different things, different levels of diversity, different optional programmes and extracurricular activities offered etc. Sometimes you just feel that for you and your children one school is better than another.”*

A few respondents stated zoning should be abolished altogether but did not go into detailed reasoning.

Support for the recommendation

There were 57 comments in support of the recommendation to plan zoning within a schooling network.

Almost all of these respondents felt that the current state of schooling networks had caused large disparities between schools and led to the disintegration of local communities. One respondent stated, *“When schools compete for students it breaks up communities, and reinforces inequity in local schooling.”*

In addition to their support of capped out of zone enrolments, some respondents identified that *“many existing enrollment zones are gerrymandered to exclude poorer communities, and are therefore indirectly racist and exclusionary along class lines.”*

A small number of respondents also identified the fiscal benefits of planned zoning as *“the cost to the tax payer of one school being overcrowded and another near empty, sometimes only a few km’s apart is devastating.”*

Mixed views

There were 41 comments that agreed with some of the reasons why it was desirable for students to attend their local schools but also saw the need for a degree of choice, with many ultimately of the view that choice should come first. One respondent commented, *“On more enforcement of locality in zones, I mostly agree. But there will always be reasons why a certain child is better suited to an out of zone school. There need to be mechanisms for prioritising out of zone enrolments for those where there is a good reason.”*

Thirteen comments made similar statements that certain exceptions must be considered and accommodated.

Lower funding given to out of zone students

There were 34 comments referring to the proposal for lower funding rates for out of zone students, with the majority of comments strongly opposed to the proposal stating it would directly punish students.

Many of these respondents also felt it would penalise already disadvantaged students the

most, with one respondent commenting, *"I don't feel that inclusive schools that cater for diverse needs should be penalised with lower funding because a local school refuses to enrol a child."*

Ten comments supported reduced funding. These respondents saw the proposal as a way to address problems arising from out of zone enrolments by incentivising schools and parents to enrol locally.

The current state of schooling networks and the role of Education Hubs

There were 28 comments that discussed the current state of schooling networks and the role of Hubs.

Fourteen comments were of the view that the current system for out of zone students worked well. One respondent commented, *"We are already embarking on zoning the entire greater Christchurch network, so working with the MoE regional office to achieve the goals set out by these [recommendations]. I don't believe that this needs the creation of education Hubs to facilitate this work."* Of the fourteen comments, four respondents saw some potential for Hubs to coordinate zoning better but felt the issue was too big for Hubs to deal with or wanted more detail in what Hub involvement would look like.

Zoning exemptions

There were 27 comments stating that certain schools should be exempt from zoning requirements. Of these, 19 comments expressed that state-integrated schools should not be zoned as special character informs much of their enrolment processes. One respondent wrote that *"parents would need to be able to choose for their children to attend integrated schools with Special Character. Many of these students would otherwise be designated 'out of zone'."*

Eight respondents stated that "good schools" should not be zoned if they can demonstrate that they can cater for both in zone and out of zone students.

Other comments

There were 51 comments that did not relate to any of the previous sub-themes. Of these, 19 comments cautioned that the capping out of zone enrolments could lead to more disparity by disadvantaging the most vulnerable, suggesting *"all the cap will do is increase housing prices in 'desirable' school zones."* Respondents alluded that those with the means will move to more desirable areas while those of low socio-economic background will be left with fewer options to seek better schooling

A further eighteen comments discussed the quality of schools in relation to zoning. About half of these comments were optimistic that with the rest of the recommendations in place and with revised funding, parents would be assured that their local schools were of good quality, thus *"zoning would become a moot point - an equitable system across areas should negate the need for people to travel beyond their zone."* The other half of comments made similar statements but concluded against the zoning proposals.

Various alternatives to zoning were explored in 14 comments with some respondents stating that zoning by *"geographic communities"* was no longer appropriate. A few suggested that zones could include a parent's workplace or be replaced altogether with enrolment schemes based on even distribution of students from different socio-economic backgrounds.

Disability and Learning Support: Education Hubs should ensure students with disability and learning support needs have access to their local schools

There were 275 comments that discussed the recommendation to ensure that students with disability and learning support needs have the same access as other students to their local schools. Respondents gave support for the recommendation (169); commented on the role of special schools (86); and there were a range of other comments (12).

Support for the recommendation

There was a total of 169 comments that supported this recommendation. Of these, there were 65 comments that broadly supported the proposal that all students with disability and learning support needs should have access to their local schools. Most respondents expressed in general terms that it was essential that *“all students, including those with a disability, have the opportunity to attend their local school.”*

Some respondents identified areas that needed improvement to ensure all students are included, such as better building accessibility, effective identification and assessment processes, and a *“clear legal framework that provides children with disabilities and extra learning needs guaranteed support to ensure full time safe access to local schools based on their needs.”*

A further three comments identified the need for culture change, with one respondent commenting, *“To ensure students with learning support needs can actually attend their local schools, a behaviour change programme targeted at ministry staff, school staff and governance is needed to challenge conscious and unconscious bias against disabled students.”*

There were three respondents that strongly opposed separate provision, however no further detail was given.

The remaining 104 comments expressed support for the recommendation but stated that this was contingent on other factors being in place. Most of these respondents supported the intentions of ‘inclusion’ but emphasised that adequate funding and resourcing must be in place so that all schools can provide support for these students.

Respondents identified that resourcing must be improved for professional learning development and *“teacher/management FTTE, properly funded TA and other support at a level that truly reflects the cost of this important resource, equitable access to specialised support e.g. rural.”*

Forty comments also highlighted that learning support provision was severely under-funded and made general calls for overall increased funding. Sixteen respondents expressed that ‘inclusion’ was not appropriate for all students with learning support needs, especially *“not at the expense of that student or others.”*

Fifteen comments stated that some schools were simply better equipped to provide support needs than others or that it was too costly to improve access universally.

Special schools

There were 86 comments discussing the place of “special schools” or separate provision for students with learning support needs.

Most respondents stated that while many students with additional needs gain valuable learning within the 'mainstream' classroom, those with very high learning needs were best catered for in a specialised environment. One respondent commented, *"Having worked at a special school for 5 years and having a mainstreamed SEN child I can wholeheartedly say that most H and VH ORS [high and very high 'ongoing resource scheme'] students needs are best met a Special Needs School. We teach important life skills that would NEVER be met in a mainstream classroom where the focus is on academia."*

Thirteen comments suggested that all schools should have a "special class" or "special unit" so that specific learning needs were met whilst achieving greater inclusion and diversity.

Other comments

There were 12 remaining comments that did not relate to any of the previous sub-themes identified. Ten comments discussed the role of Hubs. Opinion was divided between those who opposed the general concept of Hubs and those who saw potential for Hubs to provide an avenue of advocacy regarding disability and learning support issues.

A further two comments questioned how the recommendation would align with early childhood education.

School donations: There should be an upper limit on state school donations

There was 160 comments that discussed the recommendation for an upper limit on the donations schools ask of parents. Almost half of the respondents opposed the recommendation (72), a similar number commented on the level of funding in the current model (67), some supported the recommendation (18), and the remainder made general comments (28).

Disagree with the recommendation

There were 72 comments that opposed a limit on donations.

Many respondents questioned the effectiveness of the recommendation, stating that prohibiting willing communities from paying higher donations would not benefit anyone. One commented, *"Why would you chose to limit the amount of donations to a school? If it benefits the students of that school? How such limitation will help poorer neighbourhoods? Th[ese] recommendations are quickly becoming ideological rather than technical."*

Some of these respondents made personal statements about their choice to send their children to schools with special character, smaller classrooms or with certain learning support services, and expressed they were happy to pay higher donations for those facilities.

Many comments also stated that the limit on donations would unfairly affect high decile schools as *"high decile schools look to its community to top up for the lack of central targeted funding."*

A small number of respondents denied donations caused any problems as *"a school donation is a donation. So what effect would capping the amount have, when technically you do not have to pay anything at all?"*

Support for the recommendation

There were eighteen comments broadly supporting an upper limit for donations. Respondents gave various reasons for the need to set limits on donations.

Some welcomed a 'cap' on donations as other fees for *"sports, school camps and 100 other things the schools ask money for"* made schooling expensive.

Several others commented that donation requests felt more like *"forced extra fee[s]"* that perpetuated the inequity in access to quality schooling. One respondent commented, *"I don't believe a families ability to pay a donation should determine which school the kids go to, so think that capping the donations is very fair."*

Another respondent voiced support for the proposal but emphasised that the limit should be at a *"reasonable level whereby schools can still maintain their special character."*

The level of funding within the current model

There were 67 comments that related to the level of funding within the current model. Of these, 39 comments identified lack of funding as a key issue with opinion evenly divided in support or opposition for the proposed limit on donations.

Those in support of an upper limit on donation stated that this should only be implemented when schools are sufficiently funded for students' needs, such as extra staff and digital devices, which many schools currently fund through donations. One respondent commented, *"School donations should have an upper limit, but there is a reason schools are asking for such high donations - we need the money. We are expected to be teaching the new digital technologies curriculum next year, so we need digital technology for students to use ... Students come in with increasingly complex needs, so we need more TA support and more PD - at a cost."*

Those opposed to a limit on donations made similar statements that donations made up for insufficient state funding thus an increase in funding was needed. However, on the issue of donation limits, these respondents felt that communities willing to pay higher donations should be able to contribute as they please.

The remaining 28 comments expressed that state funding should be at a sufficient level that donations are not required in any schools. Most comments were general in nature with comments either of the vein that *"Free education is just that: FREE"*, or that donations put financial strain on many families and only highlighted the wealth gap across school communities.

General comments

Of the remaining 28 comments, respondents discussed other proposals within the report that would affect the recommendation for an upper limit on donations.

There were seven respondents who thought the proposed Equity Index funding would make up for any resulting loss from a cap on donations and any limit on donations must be balanced against this. A further seven comments made other suggestions regarding donations, including implementing a tiered contribution system, making donations compulsory, and donations to Hubs rather than schools.

There were nine comments that discussed the need for clearer guidelines on donations, such as what the donations were used for or whether there were any exclusionary practices surrounding non-contribution.

Five respondents felt that more detail was needed, particularly the implications for state-integrated schools and their special character.

International students: Education Hubs should ensure schools demonstrate they can meet the needs of international fee-paying students

There were 43 comments that discussed the proposal for schools to demonstrate to Hubs that they can cater for international students' needs independently of their government funding.

Support for the recommendation

There were 22 comments that expressed support for this recommendation.

Seven comments stated that the provision of learning for international students must be monitored, with one respondent commenting, *"The requirements for schools to provide proof of services for foreign students is a good idea though; far too many schools use them as cash cows then act like a day-care provider, segregating the children and managing them, rather than integrating and teaching."*

Four comments raised concern for the wellbeing of international students, particularly younger students between Years 1 to 4.

There were nine comments of the opinion that international-fees paying students were being sought after at the expense of New Zealand students' education.

Two respondents were critical of the competitive behaviour around attracting international students, with one commenting, *"The panic of our local High school [name withheld] about potentially losing international students is further evidence that allowing those schools to run like businesses has not been beneficial [sic] to students at all."*

Four comments expressed agreement that government funding should not be used for international students.

Disagree with the recommendation

There were 16 comments that opposed the recommendation by describing the benefits of having international students.

The majority of these respondents stated that funds raised from international fees were used to benefit all students and raised concern for schools currently using these funds to resource lower student-teacher ratios or teacher aides.

A few comments mentioned the cultural benefits international students bring to schools through growing diversity.

Other comments

Three comments saw the potential for Hubs to coordinate international student matters more efficiently, including the funds generated from fees. One respondent opposed the role of Hubs in this area.

One student representative of a school board of trustees suggested the oppositions to the proposal may be misguided: *"I think they misunderstand the recommendations, so assurances that as long as schools can support the students without govt. money may reduce animosity to the whole package of reforms."*

Recommendation 12: State-integrated schools

This recommendation relates to state-integrated schools having aligned transport subsidies with state schools, enrolment scheme ballots that use the same criteria as other state schools, and their attendance fees are justified and reported to Education Hubs. The survey included one question regarding this recommendation (shown in Figure 12 below).

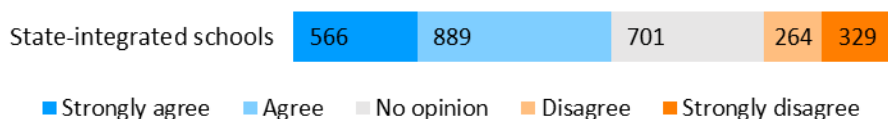


Figure 12. Recommendation 12 question

Figure 12 shows the frequency of the 2,749 respondents' agreement and disagreement with Recommendation 12. There was a small majority of agreement for this recommendation, with 52.9% of respondents agreeing with the proposals relating to state-integrated schools. Comparatively, there was 25.5% who expressed no opinion, and 21.6% of respondents who disagreed with the recommendation.

Differences in agreement

Auckland

As the table below shows, the Auckland cohort had lower levels of agreement and higher levels of disagreement in comparison to the non-Auckland cohort. There were differences between 10.1 – 20.0 percentage points, where non-Auckland respondents had higher degrees of agreement, and lower levels of disagreement than Auckland respondents. This showed non-Auckland respondents' majority of agreement (63.8%), whereas Auckland respondents had no majority of agreement or disagreement (43.3%). Comparatively, there were 15.8% disagreement for non-Auckland respondents, and a higher degree of disagreement for Auckland respondents at 27.2%.

Auckland				Non-Auckland			
	Votes	Percentage	Aggregated agreement	Votes	Percentage	Aggregated agreement	Percentage point difference
<i>State-integrated schools</i>							
Strongly agree	220	15.8%		346	25.5%		
Agree	382	27.5%	43.3%	507	37.3%	62.8%	19.5
No opinion	410	29.5%		291	21.4%		
Disagree	152	10.9%		112	8.2%		
Strongly disagree	227	16.3%	27.2%	102	7.5%	15.8%	11.4

Comments on the recommendation

There was a total of 148 comments relating to the recommendations and their implications for state-integrated schools. Of the 148 comments, several themes emerged: general comments (102); enrolment scheme ballots (37); transport subsidies (30); and attendance fees (24).

General comments

There were 102 general comments regarding state-integrated schools. Of these, 50 expressed broad concern that the changes seemed "*extremely disruptive and detrimental*" for state-integrated schools, which many considered were running successfully.

Many of these respondents also raised broad concern that the proposed changes could make it more difficult for state-integrated schools to uphold their special character. One respondent commented, *“A centralised model will not necessarily understand or cater to the unique tone, culture and direction of a state integrated school, or adequately represent the interests of the school community.”*

A further 52 comments sought more information and details for how Recommendation 12 and the entirety of the wider reform would impact the operation of state-integrated schools. One respondent observed that there was *“scant detail regarding how State-Integrated Schools will be impacted.”*

Nine comments specifically questioned how special character schools would be considered in principal/tumuaki employment or how property management would work with schools that own their property.

Nine comments expressed that due to the different nature of state-integrated schools, they should be exempt from the Hub model, have a separate dedicated Hub for state-integrated schools, or as one respondent commented, *“Hubs with integrated schools need to have representation from the proprietors of these boards on them!”*

Eighteen comments expressed the view that state-integrated Hubs should not receive any state funding. *“Such schools should be given a choice between being a full part of the state system and thereby fully funded or to revert to private schools and be given no funding.”*

Enrolment scheme ballot for non-preference students

There were 37 comments discussing the recommendation that state-integrated schools' enrolment scheme ballots for non-preference students use the same criteria as other state schools. Respondents were fairly divided on the issue.

Around half of the comments supported the recommendation, stating that state-integrated schools must adhere to the same requirements as other schools as they received state-funding. Several respondents inferred that *“a number of state-integrated schools have manipulated their rolls over the years to enrol who they choose.”*

The remaining half opposed the proposal on enrolment schemes. Special character was of particular concern and respondents held the view that *“the enrolment process for preference and non-preference students at catholic schools should remain as it is. That is the whole purpose of protecting and upholding the special character of the school.”* A number of respondents stated that current enrolment processes worked well and posed no problems.

Transport subsidies

There were 30 comments regarding the recommendation to align transport subsidies for students attending state-integrated schools, with students attending state schools.

Seventeen comments supported the recommendation with general comments stating that all students should be eligible for subsidised transport as it was a matter of access to education.

Thirteen comments expressed opposition to the transport fee with the most apparent argument that *“if parents choose integrated schools over their local public school, they must bear the cost of that choice and so should pay for any additional travel costs.”*

Attendance fees

There were 24 comments for the proposal that state-integrated schools report and justify their levels of attendance fees to Education Hubs, with opinions fairly divided on the matter.

Those in support made general statements for more transparency or inferring that state-integrated schools “*often charge fees that are too high and can have little justification for doing so.*”

Those opposed to the recommendation often linked the requirement of attendance fees with the maintenance of schools’ special character. One respondent commented, “*We contribute fees to our school for the special character it provides and it should not be approved or not by a Hub.*”

General comments on Choice and Competition

There were 392 general comments relating to issues regarding choice and competition. The most consistently discussed topics were: the value of parental choice (107); the perceived problems around competition (99); resourcing and the concept of 'good schools' (53); inequity in schooling (39); the role of Education Hubs (28); individual school character (21); and other general comments (70).

The value of parental choice

There was a total of 107 comments that discussed parental choice in schooling.

The majority of respondents (101) placed a strong value on parents' ability to choose schooling for their children. Many of these respondents stated that it was the right of parents to choose the most suitable education for their children and considered this right should not be restricted by government or replaced with centralised control.

Some respondents felt that parents had valid reasons for enrolling out of zone, such as bullying, learning support needs, special character and religious preferences. Others generally doubted that restricting choice would address underlying problems and suggested more targeted support for those under-performing or disadvantaged schools in order to lift their desirability.

A few respondents acknowledged that ideally students should attend their local schools but were firm in their support for parents being able to choose schooling according to their child's needs. One respondent commented, *"I agree in restrictions of out of zone students, but until more detail is known I have concerns on how this will restrict choice ... I believe parents need to have the option to transfer schools if their closest school isn't providing for their child's needs."*

There were four respondents who stated that the current system did not provide choice for all and identified choice as a driver of unhealthy competition that prevented disadvantaged families from being able to participate in actively choosing schools in the best interests of students.

Three respondents mentioned wider systemic issues shaping schools' pursuance of 'desirable' students, effectively marginalising students that fall outside the current specification of a 'successful student', including those with learning support needs. One comment stated that choice *"only applies to those who already have considerable privilege and competition enhances that inequity."*

The remaining six comments discussed choice within the system in a broad sense but did not express a clear opinion on its benefits or drawbacks.

Perceived problems around competition

There were 99 comments overall that discussed issues around competition within schooling networks.

Of these, 47 comments identified the detrimental effects of competition. Unhealthy competition was often broadly associated with inequalities within the education system and perpetuated problems such as 'white flight' within disadvantaged schools. Respondents noted that the system did not encourage collaboration between schools and compelled principals/tumuaki and their boards to pursue *"the interests of their own schools at the*

expense of other schools in their area.”

A significant proportion of these comments expressed that the competitive nature of the system was inappropriate in the context of education, stating that there should not be ‘winners and losers’ when it comes to student learning. These respondents strongly expressed that the education system should not be run akin to a business. One respondent commented, *“We wouldn’t allow our hospital system to run the way schools have been able to i.e. ‘empire building’ of public schools in wealthy catchments, with private sector characteristics evident i.e. competing for students and even purchasing enrollments through monetary incentives. Any taxpayer funded service, whether funded in full or in part, should have a much more even playing field.”*

There were a further 43 comments that discussed the positive aspects of competition. The majority of these respondents stated that competition was beneficial in raising the performance of schools and such reasoning was commonly cited by those that broadly opposed the recommendations regarding schooling networks.

Some respondents acknowledged the need to address the gap between schools performing well and those that are falling behind. These respondents interpreted the proposals as an effort to ‘level’ all schools’ performance by *“bring[ing] good schools down so that struggling schools look better by comparison.”*

There were strong concerns that the removal of a competitive aspect in schooling would lead to ‘mediocrity’ or that *“all schools will be the same,”* essentially taking choice away from parents.

Of the remaining comments, four respondents felt the problems surrounding competition outlined in the report were unfounded and cited instances of collaboration within their community through Kāhui Ako or other professional development clusters.

Five comments stated it would be too difficult to change the ingrained nature of competition and parent perceptions of schools within the system.

Resourcing and the quality of schools

Overall, there were 53 comments suggesting that a more targeted approach in resourcing should take place in order to address the issues arising from unhealthy competition, and that schools currently performing well should not be subject to the system-wide changes proposed in the report.

Of these, 33 comments discussed the need for more effective resourcing for schools that are struggling. A third of these comments suggested this would help schools *“struggling to compete get the support they need to ensure they are able to become better and attract students.”*

There were sixteen comments that shared the sentiment that struggling schools should be the focus of reform and that schools performing well should be left to operate as they do currently. There was particular concern that the proposals were *“dumbing down the good ones.”*

Eleven respondents emphasised that parents would not send their children to *“the local school if it is perceived to be failing.”* Problems around out of zone enrolments and declining rolls could only be addressed when parents are *“reassured that all schools are good*

schools,” with comments reiterating that targeted resourcing for struggling schools was the preferable approach.

Inequity in schooling

There were 39 comments overall that discussed issues of equity in the system.

Of these, 26 comments discussed the report’s aim to reduce inequity in education, with the majority of respondents broadly supporting the recommendations or stating that the *“gap between the ‘haves’ and ‘have nots’ is growing wider”* and *“white-flight’ need[s] to be urgently addressed.”*

Nine of these comments specifically expressed that the system only benefitted the privileged with one respondent commenting, *“While those who oppose the proposals have benefited from this, this has often been at the expense [sic] of a substantial minority of schools and pupils.”*

A further twelve comments expressed the view that the proposals would lead to adverse outcomes regarding equity. Some of these respondents felt that efforts towards equity at the expense of parental choice would be detrimental, with several respondents speculating that the proposals *“basically forces parents to choose private schools over state schools if they can afford,”* and, *“in some cases could make the divide between the have and have nots wider.”*

Two respondents questioned how equity could be achieved through the recommendations when there were wider social problems not limited to the confines of school.

The role of Education Hubs

There were 28 general comments about Hubs in relation to issues of choice and competition. Almost all of these comments expressed broad opposition to the choice and competition recommendations on the basis that these would be implemented through the establishment of Hubs.

Eleven of these comments agreed with some of the recommendations or supported the intentions behind them but opposed the concept of Hubs or doubted the efficacy of Hubs and their ability to implement the proposals effectively. Two respondents supported the establishment of Hubs and were of the view that Education Hubs would be able to carry out the tasks detailed in the recommendations.

Individual school character

There were 21 comments that mentioned the individual school culture or the special character of schools.

Of these, nine comments raised general concerns that curtailing competition and establishing Hubs would lead to a *“one-size-fits-all”* or *“cookie cutter”* approach which would be detrimental to the special character of state-integrated schools. Seven respondents felt that the implications for state-integrated schools had not been given due consideration and requested more information. Five other comments discussed state-integrated schools in a very general sense, with two comments highlighting the privileged status of these schools and three comments suggesting state-integrated schools should be exempt from any

changes.

Other general comments

There were a further 70 comments that were general in nature. Of these, 22 comments expressed broad opposition to the recommendations or stated that the problem definition in the report was unfounded. One respondent questioned, "*What is broken in the current approach? What is not working now [?] Why break the whole system to fix what seems a small issue [?]*"

Sixteen comments were generally supportive of the recommendations or made general comments in agreement with the problems surrounding competition.

There were 21 comments that expressed no clear opinion on the issue of choice and competition or chose to discuss other issues. Five comments questioned what the recommendations in this section would mean for charter schools, Kura Kaupapa and rural schools. Others discussed scholarships, the decile system, sporting recruitments but made no clear arguments regarding the recommendations or issues of choice and competition.

Seven comments expressed they needed more information or doubted that the intentions of the recommendations would be effectively carried out through implementation.

Two comments questioned the place of early childhood education within the report and requested alignment with the Early Learning Strategic Plan.

Key Issue 4: Disability and Learning Support

There were a total of 2,258 respondents that chose to answer this section on Disability and Learning Support. The following discussion provides analysis of:

- the number of respondents that agreed or disagreed to the given questions;
- comments relating to the recommendations; and
- general comments about governance which do not relate to any specific recommendations.

The Taskforce has made the following recommendations to address the issues identified in Disability and Learning Support:

<u>Recommendation 13</u>	The Ministry of Education should continue to lead national strategy and policy on disability and learning support
<u>Recommendation 14</u>	Every school should have a Learning Support Coordinator
<u>Recommendation 15</u>	Education Hub roles and responsibilities in relation to disability and learning support

For the complete recommendations, please see pp. 84 in *Our Schooling Futures: Stronger Together* | *Whiria Ngā Kura Tūātitini*.

Recommendation 13: The Ministry of Education should continue to lead national strategy and policy on disability and learning support

This recommendation relates to the proposal that the Ministry of Education continue to lead national strategy and policy on disability and learning support as well as working with Education Hubs to support them and learn from effective practice. The survey included one question regarding this recommendation (shown in Figure 13 below).

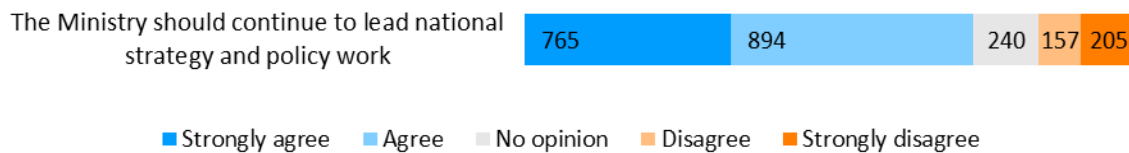


Figure 13. Recommendation 13 question

Figure 13 shows the frequency of the 2,261 respondents' agreement and disagreement with Recommendation 13. There was a clear majority of agreement for this recommendation, with 73.4% of respondents agreeing with the proposed role of the Ministry regarding disability and learning support. Comparatively, there was 10.6% who expressed no opinion, and 16.0% of respondents who disagreed with the recommendation.

Differences in agreement

Auckland

Differences in agreement were examined for Auckland and non-Auckland respondents. There were differences between 10.1 – 20.0 percentage points, such that non-Auckland respondents had higher degrees of agreement and lower degrees of disagreement than Auckland respondents. However, there were still clear majorities of agreement for both cohorts; 64.6% for Auckland respondents and 80.9% for non-Auckland respondents.

Comments on the recommendation

There was 160 comments that related to the recommendation that the Ministry continue to lead national strategy on disability and learning support. Respondents who answered the survey questions about Recommendation 13 were not required to provide comments. Therefore these comments may not necessarily reflect the results shown in Figure 13 above.

These comments related to a number of themes and sub-themes that are identified in the table below:

<i>Themes</i>	<i>Sub-themes</i>	<i>Comments</i>	<i>Total comments</i>
<u>The Ministry should work with the Teaching Council so Initial Teacher Education students gain an understanding of inclusion in schools</u>	Improving ITE	48	
	Ongoing training for teachers/kaiako	23	57
<u>This Ministry should allocate national funding pools for additional learning needs</u>	Practical questions	19	
	Disagree with the recommendation	5	32
<u>The Ministry should provide guidelines on identifying additional learning needs</u>			28
<u>Suggestions for policy and legal changes to enable equal access to education</u>			10
<u>The Ministry should hold half-yearly forums regarding improving outcomes for students with additional learning needs</u>			7
<u>Lack of trust in the Ministry leading learning support policy</u>			2

The Ministry should work with the Teaching Council to so that Initial Teacher Education students gain a good base understanding of inclusion in schools

This sub-recommendation was discussed in 57 comments. Of these, 53 comments were generally supportive of the recommendation that Initial Teacher Education (ITE) provide disability and learning support training, with the majority of these (48) discussing ways the Ministry could improve ITE to enable new teachers/kaiako to better understand inclusion. Four comments expressed opposition to the proposal.

Suggestions for improving Initial Teacher Education

There were 48 comments overall which discussed ways ITE provision in relation to learning and disability support training can be improved.

Of these, 30 comments expressed general support for improving ITE provision to equip new teachers/kaiako to identify and support students with learning difficulties. Two of these comments emphasised that ITE should include expert advice from trained specialists in learning and disability support.

A further seven respondents stated there should be incentives such as scholarships for Māori speaking educators to become involved in disability and learning support provision.

Six respondents suggested practical ways to improve ITE in relation to disability and learning support. Suggestions included:

- ensuring that special schools are offered as practicum choices for trainee teachers/kaiako;
- requiring trainee teachers/kaiako to complete rotations within Resource Teaching: Learning and Behaviour units (RTLb);
- providing training on how to identify and support learners/ākonga with dyslexia, mental health, trauma and aggression issues;
- implementing programmes such as Incredible Years Teacher⁴; and

⁴ <https://pb4l.tki.org.nz/Incredible-Years-Teacher>

- implementing approaches such as Universal Design for Learning⁵ (a set of principles for curriculum development that gives all individuals equal opportunities to learn) as core parts of ITE.

Two comments discussed the need for more flexible career pathways following ITE. One of these comments called for “*a valid pathway into special education teaching for those who want it*” while another comment sought better skills development and more flexible career pathways for para-professionals.

There were a further five comments which discussed the proposed involvement of the Teaching Council in improving ITE provision in relation to inclusion. Four of these comments expressed a lack of trust in the Teaching Council and opposed its involvement in improving ITE provision. One respondent commented, “*The Teacher’s Council is the wrong place to go for input. Work with the PPTA and NZEI - teachers trust them, and will share their experiences with them.*” The remaining comment expressed support for the Teaching Council’s involvement in this matter.

There were four comments which expressed general opposition to the sub-recommendation, for a range of reasons. Two respondents objected to the recommendation on the basis that it would introduce another aspect to an already ineffective ITE program. One respondent felt that although the recommendation was positive, “*providing training to pre-service teachers is just adding another aspect to teachers training that won’t be done well.*” Another respondent opposed the recommendation as the cost involved in implementing disability and learning support training could detract from funding for other ITE programmes.

Remaining comments expressed concern that simply changing ITE provision would not make a difference for children with dyslexia, and one respondent asked “*please train them how to teach the core subjects and actually be a teacher who can be respected (not a playmate).*”

Suggestion for ongoing disability and learning support training for teachers/kaiako

Alongside those who supported the need to focus on disability and learning support in ITE, there were an additional 23 respondents who highlighted the need for ongoing training for experienced teachers/kaiako to keep up with the growing need for learning support provision.

These respondents emphasised that it was not just new teachers/kaiako who need training in identifying and supporting children with additional learning needs but that the workforce as a whole required further professional learning and development in this area. One respondent commented, “*Our children are being let down by teachers who simply do not have the toolkit to deal with their needs and therefore challenging behaviour in school... On-going training for teachers is essential and should be funded 100% by Min Ed.*”

National funding pools for additional learning needs

There were 32 comments which discussed the sub-recommendation that the Ministry should allocate national funding pools for additional learning needs.

⁵ <http://elearning.tki.org.nz/Teaching/Inclusive-classrooms/Universal-Design-for-Learning>

Practical questions

The majority of these comments (19) did not express either support for or opposition to the recommendations. Instead, they raised a range of practical questions about the implementation of the national funding pool model.

There were 16 comments which raised questions regarding the eligibility criteria for accessing funding from the national pools. Of these, 14 comments raised concerns about eligibility being based on factors such as socio-economic status of children and roll numbers. Respondents felt that even children with higher socio-economic backgrounds can require additional funding. They also feared that if funding was based on roll numbers, small and rural schools may miss out. Three of these comments questioned the criteria for assessing a child's eligibility for funding; *"How will you differentiate between all the various needs of the children who desperately need them. Will it be the kids that have trouble interpreting learning, kids with behavioural issues, those who need high levels of extension, those with trouble socialising etc. I'm not confident that all the various needs will be identified and be able to have access to funding."*

There were two comments which raised questions about what would happen if the national funding pools were exhausted or if the pool declined to fund a particular child's learning needs. One respondent questioned, *"What if the pool runs out? Will a school be left in the lurch with not being able to get additional support? Will this slow down the process of being able to get assistance, additional red tape?"*

There was one comment which expressed concern that a national funding pool could become limiting depending on how *"the management of this was operated and who was a decision maker."*

Disagree with the recommendation

There were five comments which expressed opposition to the proposal of a national funding pool for additional learning needs. Reasons for opposition included objections to centralising learning support funding, scepticism about the effectiveness of a centralised model, and a preference for schools to be provided learning support funding directly rather than through an intermediary body.

Support for the recommendation

There were two comments which expressed support for the sub-recommendation regarding allocating national funding pools for additional learning needs. One of these respondents stated *"the national pool of funding gives a clearly accountable figure as to the level of support government is giving this area."*

The Ministry should provide guidelines on identifying additional learning needs

There were 28 comments relating to this sub-recommendation. All of these comments expressed broad support and suggested areas of focus for the guidelines.

There were 12 comments which strongly emphasised that Ministry guidelines on identifying additional learning needs should focus on early identification. Respondents felt that early identification of learning needs would ensure that children with undiagnosed learning difficulties do not 'fall through the cracks'. In particular, respondents identified disabilities such as dyslexia, autism spectrum disorder, deafness, anxiety, speech and language issues,

and trauma related issues as requiring early identification to ensure the child receives the support they need.

There were six comments which made suggestions for what the guidelines could focus on. Suggestions included: classifying autism as an intellectual disability; helping to identify foetal alcohol syndrome, mental health and trauma related issues; and clearly classifying behavioural issues and disabilities.

There were five comments of a general nature which expressed support for the Taskforce's focus on identifying additional learning needs.

Two respondents urged that the financial barrier to identifying additional learning needs be removed. It was suggested that *"all students should receive a minimum assessment for learning needs and then a further assessment for additional needs as required - more assessors are needed and should be funded."*

Suggestions for policy and legal changes to improve access to education

There were 10 comments which suggested policy or legal changes the Ministry could implement to enable equal access to education for students with additional learning needs.

Six of these comments called for the Government to implement specific legislation which sets out the rights of students with special education needs and their parents. Respondents felt this would ensure consistency of learning support provision.

Two comments urged the government to implement a special education needs Code of Practice (one respondent provided the UK Special Educational Needs Code of Practice as an exemplar) to ensure consistency of support. One of these comments added that schools also needed clear dispute resolution processes to address any issues with learning support provision.

One comment expressed general support for the government adopting a standardised approach to learning support provision, while another comment emphasised that policy in this area needed to be agile and targeted.

One comment urged the government to *"sit down with the iwi/hapū and work this out. (Te Tiriti) equal partnership. Learning culture to Maori is different to Pakeha culture."*

The Ministry should hold half-yearly forums regarding improving outcomes for students with additional learning needs

There were seven comments which discussed the sub-recommendation that the Ministry should hold a half-yearly national forum, drawing on the Education Hubs forums to review progress and identify priorities for ongoing and future work to improve the learning and outcomes for students with additional learning needs.

The majority of comments (5) supported the idea of holding national forums to share learning support knowledge and expertise. One of these comments urged that the national forums should be affordable to attend. Another respondent suggested these national forums should be held on a quarterly basis as *"by the time you get to six months - implementing best practice will be lost for that year."*

One comment expressed opposition to holding half-yearly national forums on the basis that it would be costly to organise these events. The respondent suggested that digital technology should be used instead, to facilitate discussion on learning support issues.

Lack of trust in the Ministry leading learning support policy

There were two comments which expressed a general lack of trust in the Ministry to effectively lead policy development in relation to learning support. One respondent mentioned that *“leadership from the Ministry in the area of Disability and Learning Support has been weak for years. Have little confidence in its ability to improve things.”*

Recommendation 14: Every school should have a Learning Support Coordinator

This recommendation relates to the proposed re-oriented roles and responsibilities of boards of trustees. The survey included one question regarding this recommendation (shown in Figure 14 below).

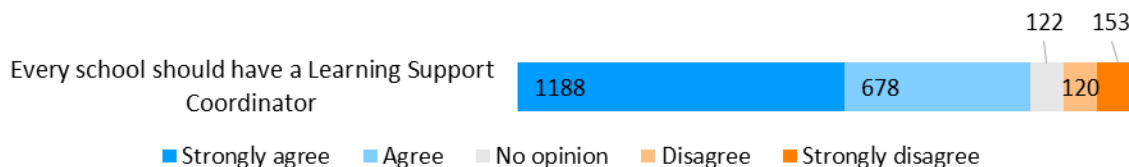


Figure 14. Recommendation 14 question

Figure 14 shows the frequency of the 2,261 respondents' agreement and disagreement with Recommendation 14. Similar to Recommendation 13, there was a clear majority of agreement, with 82.5% of respondents agreeing with the proposal that each school should have a Learning Support Coordinator. Comparatively, there was 5.4% who expressed no opinion, and 12.1% of respondents who disagreed with the recommendation.

Differences in agreement

Auckland

Differences in agreement were examined for Auckland and non-Auckland respondents. There was a difference between 10.1 – 20.0 percentage points of agreement, and lower than 10.0 percentage points of disagreement for the two groups, such that non-Auckland respondents had higher degrees of agreement and lower levels of disagreement than Auckland respondents. However, there were still clear majorities of agreement for both cohorts, 76.0% for Auckland respondents and 88.1% for non-Auckland respondents.

Comments on the recommendation

There were a total of 148 comments that related to the recommendation that every school should have a Learning Support Coordinator (LSC). Respondents who answered the survey questions regarding Recommendation 14 were not required to provide comments, so these comments may not necessarily reflect the results shown in Figure 14 above. These comments related to a number of themes and sub-themes including: full support for the recommendation (9); some support for the recommendation (81); disagree with the recommendation (33); and general comments (5).

Note: many comments refer to the proposed Learning Support Coordinator role as a SENCO (existing term for Special Education Needs Coordinator) even though the roles, responsibilities and relationships may differ between the two roles. This report therefore, treats the term SENCO as interchangeable with Learning Support Coordinator.

Full support for the recommendation

There were nine comments that expressed full support for the recommendation. Respondents felt that having an LSC in each school would improve learning support provision in schools and that *“these personnel are essential in all schools. All schools are faced with increasing diversity and need.”*

Some support for the recommendation

There were 81 comments which supported the recommendation overall but expressed certain reservations in relation to its practical implementation, including: allocation of Learning Support Coordinators (19); funding the role (21); concerns about staffing the role (10); practical implementation issues (5); and the need for additional specialists and teaching assistants (3).

Allocation of Learning Support Coordinator

The key concern for respondents, expressed in 27 of the comments, related to the recommendation that allocation of the LSC role should be linked to the school roll and degree of student socio-economic disadvantage, and that the role can be shared between schools.

These comments urged that allocation of LSC positions should instead be needs based, with one comment stating *“socio-economics is just one factor. We currently have 28 % of our students with identified complex needs e.g. ADHD, FASD etc and we are Decile 6 so a broad range of factors need to be considered.”*

Several comments expressed opposition to the roll-based allocation of LSC positions as they indicated this would disadvantage small and rural schools. One comment questioned how the roll-based allocation would function in practice and suggested a possible solution: *“it is important to know what the ‘school roll number’ would be to generate a full time co-ordinator - however that is not in the report. I suggest a roll of 300 would trigger the need for a full time co-ordinator, given the percentage of children with neuro-atypical issues and learning needs.”* Another respondent suggested, *“Schools with a student roll number of over 200 should have 1 FTTE and larger schools may need 2.”*

Learning Support Coordinator role requirements

There were 19 comments which supported the recommendation on the proviso that the LSC role is defined clearly and appropriately.

The majority of these comments (8) focused on the need for any person appointed as an LSC to be a trained learning support professional, adept in identifying and supporting children with additional learning needs. *“I would also hope that the learning support coordinator positions proposed will require that applicants have a degree in special education or experience in psychology.”*

There were a further five comments which stressed that the LSC role needs to have a clearly defined role description. Three comments expressed a preference for this role to entail more than administrative work. One respondent commented, *“I would envisage that the Learning Support Co-ordinator would be more than just an administrator (filling out forms and organising teacher-aides), but also able to offer academic and social interventions in the school or to individuals. Like a educational psychologist who could contribute to the schoolwide Health Curriculum as well as design individual or small group interventions for identified academic or social needs.”*

There were four comments which urged that the LSC position should be a dedicated role, and not simply an added responsibility for the principal/tumuaki or a teacher/kaiako. The comments indicated that unless this was the case, the LSC role would be an added burden on teaching staff.

There were two comments which stressed that the LSC role needed to be located within a particular school so that the Coordinator can get to know the community and work with individual students.

Funding the role

There were 21 comments which, although broadly supporting the recommendation, expressed concern about how the role could be funded. Respondents felt that although the idea of an LSC in each school was commendable, without adequate funding and resources for the role it would not be effective in improving learning outcomes.

Several of these comments expressed support for the recommendation *“as long as this role is not funded from schools' current ops grants - this would result in larger class sizes which would remove any advantage to the LSC role.”*

Concerns about staffing the role

There were nine comments which expressed reservations about whether the proposed LSC role (one for each school) could be staffed, given the current staffing shortages across the education sector. One respondent raised the concern, *“I agree we need senco's in every school but at present we don't have enough teachers. Where do these sencos come from.”*

One comment expressed concern that the LSC role may take teachers/kaiako out of classrooms, *“Employing full time teachers as coordinators will remove yet more experienced teachers from the recruitment pool, however they do need time to do this and often returning teachers from maternity would welcome a role like this without the day to day management of a classroom.”*

Practical implementation issues

There were five comments which supported the recommendation overall but expressed reservations about its practical implementation. These comments identified the following implementation issues and considerations:

- The LSC will need to have adequate release time; and
- The LSC role needs to be part of the school senior leadership and their employment should not depend on the principal/tumuaki, with one comment stating the opinion that, *“All too often children with additional learning support needs are worked out of the school by the Principal and SENCO who is depended on the Principal for ongoing employment. Employing a SENCO independently from the school will ensure that these vulnerable children are provided an independent voice and advocate.”*

LSC role to be supported by additional specialists and learning support teachers/kaiako

There were three comments which argued that although allocating an LSC to each school was a positive step, it was not a ‘magic bullet’. Respondents warned that without additional specialist staff and teaching assistants, simply employing an LSC would not improve outcomes. One respondent commented, *“Having a SENCO in each school is very important but is not the answer in itself. Teacher Aides are much more valuable to Teachers managing the high workloads and difficult job of teaching such a range of needs.”*

Disagree with the recommendation

There were 33 comments which expressed opposition to the recommendation that an LSC should be allocated to each school for a range of reasons.

Of these comments, 14 expressed opposition to the recommendation on the basis that there were not enough experienced and qualified professionals in the education workforce to allocate an LSC to every school *“when there is an ongoing shortage of teachers.”*

A further 14 comments expressed opposition to the recommendation on the basis that it would be an additional cost. One respondent questioned, *“Where is the money coming from for all of these SENCO roles...?”* Eleven of these comments suggested that rather than adding an LSC role, that the funding should be used to employ more teaching assistants and provide additional learning support resources to schools.

Four comments expressed opposition to the recommendation on the basis that current SENCO staff capability was varied. These comments expressed the view that that a full time LSC role would not guarantee improved outcomes. One respondent commented, *“I had a kid at a school with a full time senco, he actually got better service from a school with a point 0.2 senco adaptive tech & his 5th ors application was successful (full time role isn’t a garentee [sic] of educational achievement or outcomes.”*

A further comment expressed opposition to the recommendation as they saw it as a one size fits all solution and another respondent considered that if a school was adequately resourced, there would be no need for an LSC.

General comments

There were five comments which sought clarification on practical matters. A further three respondents did not speak directly to the recommendation of an LSC but suggested other coordinators a school may need, such as a *“mental health and well-being coordinator”* and a LSC for early childhood education.

One comment sought clarification of *“who would appoint, monitor and evaluate the learning support coordinators role/work?”* Another comment sought further details on *“who can be a Learning Support Coordinator.”*

One comment expressed frustration at the language of the Report, indicating that the way it described the LSC role was confusing.

Recommendation 15: Responsibilities of Education Hubs

This recommendation relates to the proposed responsibilities of Education Hubs in learning support provision. The survey included one question regarding this recommendation (shown in Figure 15 below).



Figure 15. Recommendation 15 question

Figure 15 shows the frequency of the 2,261 respondents' agreement and disagreement with Recommendation 15. Similar to Recommendations 13 and 14, there was a clear majority of agreement for this recommendation, with 72.2% of respondents agreeing with the proposed responsibilities of Education Hubs in learning support provision. Comparatively, there were 9.0% who expressed no opinion, and 18.8% of respondents who disagreed with the recommendation.

Differences in agreement

Auckland

Differences in agreement were examined for Auckland and non-Auckland respondents. There was a difference between 10.1 – 20.0 percentage points of agreement and disagreement for the two groups, where non-Auckland respondents had higher degrees of agreement and lower levels of disagreement than Auckland respondents. However, there were still clear majorities of agreement for both cohorts: 62.5% for Auckland respondents and 80.5% for non-Auckland respondents.

Comments on the recommendation

There were 285 comments which discussed the recommendations on the responsibilities of Education Hubs in relation to disability and learning support. Respondents who answered the survey question regarding Recommendation 15 were not required to provide comments, so these comments may not necessarily reflect the results shown in figure 15 above. These comments related to a number of themes and sub-themes that are identified in the table below:

Themes	Sub-themes	Comments	Total comments
<u>Appropriate funding for specialist learning support staff</u>	Pool of teaching assistants	81	
	Employment of RTLBs	38	
	Employment of RTLit	5	118
<u>Education Hubs and centralising learning support services</u>			64
<u>Disagree with the recommendation</u>			63
<u>Appropriate local provision of special schools and expertise for young people with high needs</u>			44
<u>Generally support the recommendation</u>			19
<u>Education Hubs should identify expertise within schools to share effective practice</u>			2

Education Hubs should be funded appropriately to employ specialist staff, RTLBs, Resource Teachers of Literacy, and a pool of teacher aides

There were 118 comments which discussed this sub-recommendation, making it the most discussed sub-recommendation. Of these, 81 comments discussed employment of teaching assistants (TA) and 38 comments discussed employment of Resource Teacher: Learning and Behaviour (RTLb). There were also five comments which discussed the employment of Resources Teacher: Literacy (RTLit).

Pool of Teaching Assistants

The majority of comments regarding the sub-recommendation that Education Hubs should be funded to employ a pool of TAs neither supported nor opposed the Education Hub's role. Instead, respondents commented generally on the need for more funding for TAs as well as the current wages and conditions for the TA role.

- There were 25 comments which urged that there should be additional funding for TA roles, with 11 of these comments stating that it was necessary to allocate one TA to every classroom.
- There were 16 comments that referred to the wages and employment conditions of TAs, with 13 comments calling for higher wages and three comments calling for better job security and permanent employment for TAs.
- There were five comments which called for more training and professional development opportunities for TAs, with one respondent calling for the TA role to become a job pathway *“where TAs or para professionals are trained through a specifically provided diploma from University, are appropriately paid to match the responsibility of their role, and have a scale they can move up. Perhaps then we would get a wider demographic and varying age group applying for these jobs because applicants would see this as a career path.”*

There were 16 comments which opposed the proposal that Education Hubs should employ a pool of TAs. These comments expressed the view that centralising the employment of TAs would lead to TAs losing their connection to the school and individual students they are working with. One comment suggested that employment of TAs should still be managed by individual schools but that Education Hubs could provide funding to schools to hire TAs. Another comment suggested that *“delegation to appoint learning support assistants should be given to principals so there is a cohesive fit with the school culture and curriculum.”*

Employment of RTLBs

There were 38 comments which discussed the sub-recommendation that Education Hubs should employ RTLBs. The majority of comments (12) were opposed to the proposal while six comments were general in nature and did not directly support or oppose the role of Education Hubs in employing RTLBs. A further two comments supported the sub-recommendation but did not give any further details.

Disagree with the recommendation

The 12 comments that opposed the sub-recommendation provided two key reasons for that opposition: RTLb roles should not be centralised within Education Hubs; and the current RTLb cluster model works well and should not be changed.

There were eight comments which expressed opposition on the basis that the RTLb roles should not be centralised within Education Hubs. Three of these were general comments

opposing centralisation and five comments indicated that individual schools should make decisions regarding RTLB roles rather than an Education Hub. Some of these comments suggest that the current model of RTLB clusters should be dismantled and that the roles should be located within individual schools. *“Individual schools can make a far better difference if directly resource rather than having infrequent and diluted access to a service which isn’t making a big enough difference to justify its cost. I feel individual schools would benefit from absorbing RTLB and RTLit roles. Hubs (if this is the model that we end up with) can manage the pool of specialist professionals such as Speech Therapist, Psychologists...”*

The remaining four comments expressed opposition on the basis that the current RTLB cluster model was functioning well and that there was no need for change. *“Satisfaction surveys and the recent ERO National Evaluation of the RTLB service demonstrate that the RTLB service is highly effective and well regarded. This in part reflects the fact that RTLB are highly skilled, specialist, school based teachers who work alongside classroom teachers to build their capability in meeting the needs of diverse students.”*

General comments

There were six comments which neither supported nor opposed the sub-recommendation but provided general comments regarding the current role of RTLBs.

Of these, four comments suggested that the current RTLB model needs to be reviewed, with one comment urging that there needs to be better provision of RTLB support in high schools while another comment suggesting that RTLBs need to be more ‘hands on’ in the classroom to support the teacher/kaiako.

There were four comments that urged for the current RTLB model to be dismantled and the funding allocated to these positions be spent directly on children. One of these comments suggested that RTLBs in schools should be replaced by social workers or nurses.

Of the remaining comments, two indicated that at present, RTLBs did not have the necessary expertise to support learners/ākonga with additional learning needs, and called for further training and development. One comment urged that RTLBs should be recognised for their expertise and qualifications, and one comment called for more funding to help RTLBs as they are currently *“overworked.”*

Employment of RTLit

There were five comments which discussed the sub-recommendation that Education Hubs employ RTLits.

Two comments neither supported nor opposed the proposal, but raised practical questions about the position of RTLits in the proposed Education Hub model. One of these comments sought clarity about how the current RTLit roles would fit into the Hub model, *“The report is unclear with regard to the work of RTLit with Tier 2 students (the heading refers only to Tier 3 students) and the inclusion of RTLit appears to be an afterthought. What would be the role of present Management Committees? What would an appropriate case-load be? Who would determine the acceptance of referred students? On what basis (student population) would positions be advertised?”*

There were two comments which suggested that the Resource Teacher of Māori role should also be discussed in the Report: *“Please include the Resource Teachers Maori and ensure that the Resource Teachers Literacy move to work in the RTLB model and are managed as RTLB rather than the current ‘direct/indirect’ instruction model which is considerably ‘flawed.’ The management team model for RTLit and RTMaori are completely dysfunctional and lack*

knowledge/experience and consistency which ultimately impacts on best outcomes for students.”

There was one comment which expressed broad support for the sub-recommendation that Education Hubs should employ RTLit roles, *“Great to see more resources here - as a Resource Teacher: Literacy it will be interesting to see how we are integrated into this new structure - at present, we are standalone which is empowering but also isolating at times.”*

Education Hubs and centralising learning support provision

There were 64 comments which discussed the centralisation of learning support provision in Education Hubs. The majority of these comments (55) expressed opposition to centralising learning support in Education Hubs. These comments provided a range of reasons why centralisation would be problematic in this area, including:

- it could result in reduced funding to individual schools;
- it would create an additional layer of bureaucracy, making it hard to access funding and resources; and
- school boards of trustees and principals/tumuaki are better placed to identify learning support needs. Two of these comments suggested that schools which want support from Education Hubs to manage learning support provision, could opt into the model.

There were seven comments which expressed support for the role of Education Hubs in learning support provision. These comments expressed the view that having Education Hubs as the central point for coordinating learning support would help to reduce the fragmentation in this area. One respondent commented, *“The current fragmentation must be moved to a greater consistency and efficiency. These recommendations will assist with this. Centralising this at the Education Hubs will assist also. This will all need extensive funding ... and it is important that occurs.”*

Disagree with the role of Education Hubs in learning support provision

There were 63 comments which expressed opposition to the involvement of Education Hubs in learning support provision.

There were 46 comments which, although agreeing with other learning support recommendations in the Report, expressed the view that Hubs were not necessary to implement these recommendations. Some comments indicated that existing regional Ministry of Education offices could manage learning support provision, while others expressed the view that schools were capable of managing learning support provision, if given adequate funding and resources to do so.

There were 15 comments which suggested that the funding that would be required to establish Hubs should be allocated directly to schools for learning support provision instead. These comments also questioned whether Hubs would be a better method of delivering learning support services than what is in place currently and urged that the focus should instead be on increasing funding for learning support overall.

There were two comments which suggested that Hubs were not necessary for schools which were functioning well and already had adequate learning support mechanisms in place.

Education Hubs should ensure appropriate local provision of special schools and use their expertise for children and young people with very high needs

There were 44 comments which discussed the provision of special schooling.

Of these, the majority of comments (34) expressed general opposition to including learners/ākonga with additional learning needs in 'mainstream' schools. Two key reasons were provided for this opposition: that learners/ākonga with additional education needs would have better learning outcomes in schools better equipped to support them, and that including learners/ākonga with additional learning needs was distracting or could be detrimental for those learners/ākonga who did not require additional support.

There were 12 comments which discussed different aspects of the sub-recommendation regarding special schooling provision. Two comments supported the proposal that special school expertise should be used for students with very high learning needs. One comment opposed this proposal, citing that current special schools are struggling to support children with high learning needs.

There were two comments which opposed the inclusion of special schools under the Education Hub model. One respondent commented, *"As a special school, our requirements about curriculum/assessment etc can be different to other mainstream schools in the Hub. While I think there could be an opportunity to do something interesting for special needs students regardless of the setting they are education in, history tells me the likely outcome is that our needs are sidelined as the Hub works to meet the needs of the many."*

There were two comments relating to an increase in the number of special schools. One comment supported local provision of special schools while another opposed this, stating, *"Isn't Special Schools contradictory to Special Needs children being included in State Schools. I'm not sure about this."*

General support for the involvement of Education Hubs in learning support provision

There were 19 comments which expressed general support for the recommendation and the involvement of Education Hubs in learning support provision. These comments discussed the various supports Education Hubs could provide in this area, including:

- providing teachers/kaiako with learning support training;
- providing specialist support services such as psychologists, counsellors, speech therapists;
- completing administrative processes such as applications for ORS funding on behalf of schools; and
- collaborating with other agencies and community stakeholders to provide services.

Education Hubs should identify expertise within schools to share effective practice

There were two comments relating to the proposal that Education Hubs should identify (learning support) expertise within schools to share effective practice. One comment expressed concern that this would mean pulling experts *"away from the school they are employed to be in which will detrimentally impact on them."* A further comment asked *"how would you identify expertise within schools and what are you proposing in how effective practice will be shared?"*

General comments on Disability and Learning Support

There were 381 general comments related to disability and learning support which did not relate directly to any specific recommendation. There were a number of general comments (170), with funding and resourcing emerging as a theme of interest to respondents (211).

Funding and resourcing

The key sentiment of these general comments, expressed in 211 comments, was that provision of learning support needs additional funding and resources.

Of these, 142 comments were general in nature and stressed that in order to ensure better access to education for students with learning difficulties, at a time when there was a growing demand for learning support services, there needs to be increased funding. One respondent commented, *“The major issue is funding. The current system would work if it was funded adequately. Nowhere do I see any info on how you are going to find the several million dollars needed to make schools inclusive.”*

There were 70 comments focused on the types of additional resources required to improve learning support provision. Respondents suggested a range of resources which should be increased, including: teaching aids for each classroom, school guidance staff, specialist support such as psychologists, speech therapists, better teaching facilities, smaller class sizes, specialist classes for students with dyslexia, better schooling provision for children with autism spectrum disorder, and English as a second language classes.

General comments

There were 170 comments that did not relate with any of the recommendations. A number of topics and ideas were raised by respondents, including: Performance of the current model (29); Access to existing learning support services (23); Ongoing Resourcing Scheme criteria issues (15); More collaboration is needed to achieve inclusivity (11); Support for gifted learners/ākonga (9); Accountability for learning support provision (4); Support for magnet schools (3); Opposition to cultural diversity (3).

There were 28 general comments that expressed support for learning support provision and the recommendations made to address them.

There were 12 comments which expressed general support for the Report’s focus on disability and learning support. Respondents felt that *“it is vitally important that appropriate support is provided for behaviourally challenged children and that they, and their families, are supported in ways that enable them to achieve at a minimum, basic literacy. Long term this could have a significant impact in helping to reduce offending, especially some of the high risk offending behaviours ... they can help individual students who need extra help; not just expel them in year 9 and forget about them.”*

The remaining 16 comments expressed general support for the recommendations about disability and learning support. These comments did not refer to any specific recommendations in the Report but rather expressed support for all recommendations overall. These respondents felt *“all of these recommendations are vital in terms of meeting requirements. The resourcing for learning support needs considerable increases to meet demand,”* and *“fully support the recommended changes - make it happen asap!”*

However, there were six comments that expressed the view that more detail could have been provided. Two comments suggested that further, more in-depth review of learning support provision should be undertaken. One respondent felt the Report's analysis of issues in this area were *"half hearted"* and called for a more in-depth review by experts in the field. Another respondent commended the Report's analysis as *"outstanding"* and suggested that a full review should now take place.

There were four comments which suggested other learning support issues the Report should address. Of these, two comments urged that the Report focus on bullying as a learning support issue. One respondent commented, *"Bullying need to be addressed. Most students who have a learning difficulty are severely bullied. They cannot learn if they are not safe."*

Two further comments suggested that transition from schooling to tertiary education for students with additional learning support needs should also be discussed. One respondent commented, *"To look at the supported transition into a purposeful community position post schooling for students with disabilities."*

Performance of the current model

There were 29 comments which expressed the view that the current model for providing learning support was not working, describing it as *"cumbersome"*, *"inconsistent"*, and *"slow to react."* Of these, sixteen comments did not indicate whether they supported or opposed the Taskforce's recommendations for resolving the issues in the current model.

A further nine comments welcomed a new model (they did not specify whether it was the Taskforce's specific proposals which appealed to them), while seven of these comments stated that Education Hubs were not the solution to the current system's problems. One comment suggested an alternative model, *"Our school forms part of Mana Ake. The success of this project will be carefully evaluated and, if successful, may provide a useful model for implementing proposed changes in the disability and learning support areas."*

There were eight comments which expressed the view that the current learning support provision system is performing well and as such, there was no need for change. One respondent commented, *"All children with whatever disability has the support they need to a fair education. Agencies that support them are readily available for teachers."*

Access to existing learning support services

There were 23 comments which highlighted the administrative hurdles facing schools and parents, in getting resources to the students who need it under the current system.

These comments urged that processes for accessing support should be made more easily accessible and that *"the difficulty is with getting the necessary support for the child once they are at school. The current system does not allow access to NZC for all students. You have to jump through hoops and piles of endless paperwork and assessments and usually for nothing at the end of it all."*

Ongoing Resourcing Scheme criteria issues

There were 15 comments that sought changes to the eligibility criteria for receiving learning support funding under the Ongoing Resourcing Scheme (ORS). The overwhelming sentiment expressed by these respondents was that the ORS model was not capable of meeting the needs of students and that it must be updated. One respondent commented, *"This is a huge gap currently for students that do not meet criteria for ORS but struggle with*

inclusiveness in mainstream schools despite the best efforts of IWS, severe and challenging support etc. Students in MLE are particularly vulnerable.”

Several of these respondents suggested ways the funding model and administrative process for ORS could be improved, including: that schools who support any children who are ORS funded should have the ability to choose how the ORS funding is allocated; bringing back the ORRS (ongoing renewable resourcing scheme) as some students need the support in the early years of schooling but not for their whole schooling; and the criteria for support needs to be reviewed to account for the increasing number of students with learning disabilities who seem to fall into the 'grey' area.

More collaboration is needed to achieve inclusivity

There were 11 comments that expressed the view that better coordination and collaboration between service providers, agencies and schools, as well as between schools, would be a positive step towards inclusivity. Three of these comments called for better collaboration between agencies to address learning support needs. The remaining six comments were general in nature and urged more collaboration and communication about learning support needs.

Support for gifted learners/ākonga

There were nine comments which expressed concern at the levels of funding and resourcing available for gifted education. All of these respondents urged that funding for gifted learners/ākonga should be increased. One respondent commented, *“What happened to providing support to gifted and talented children? Streams are going out of fashion, dedicated staff that used to be responsible in the schools for enriching and extending those children who could benefit from that ... are disappearing, and nothing seems to be replacing them.”*

Accountability for learning support provision

Four comments urged that schools receiving learning support funding for students need to be held accountable for how they spend those funds. One respondent suggested, *“Special Education Grant should be allocated on a responsive basis and should not be roll-based. Schools should be made accountable for how SEG is used.”*

Support for magnet schools

There were three comments which highlighted the issues facing schools that have become 'magnet' schools⁶ for children with learning disabilities in a particular region. These comments urged that additional funding and resources should be allocated to these schools. *“Our daughter attends a school which is a 'Magnet' school for children with learning disabilities and autism. It is not fair that they do not get extra funding because of that.”*

Opposition to cultural diversity

Three comments expressed opposition to the Report's focus on cultural diversity in learning support provision. One respondent commented, *“Way too much emphasis is being put on fringe issues such as cultural diversity, learning support. There is a place but these seem to be a dominant focus whereas it should be on the quality of the overall education for all students.”*

⁶ Schools which, due to their characteristics or the services they provide, attract certain types of students

Key Issue 5: Teaching

There were a total of 2,665 respondents that chose to answer this section on Teaching. The following discussion provides analysis of:

- the number of respondents that agreed or disagreed to the given questions;
- comments relating to the recommendations; and
- general comments about choice and competition which do not relate to any specific recommendations.

The Taskforce has made the following recommendations to address the issues identified in Schooling Provision:

<u>Recommendation 16</u>	The Ministry of Education and Teaching Council should work to ensure a future-focused workforce strategy, including Initial Teacher Education (ITE) provision
<u>Recommendation 17</u>	A Curriculum, Learning, Assessment and Pedagogy unit should be established in the Ministry
<u>Recommendation 18</u>	Communities of Learning Kāhui Ako pathway model requirements should be reviewed
<u>Recommendation 19</u>	The Teaching Council should develop more flexible teacher appraisal guidelines
<u>Recommendation 20</u>	Education Hubs should coordinate PLD and advisory services

For the complete recommendations, please see pp. 94 in *Our Schooling Futures: Stronger Together* | *Whiria Ngā Kura Tūātinini*.

Recommendation 16: The Ministry of Education and the Teaching Council should work to ensure a future-focused workforce strategy

This recommendation relates to the Ministry of Education working with the Teaching Council to ensure a future-focused workforce strategy, including ensuring Initial Teacher Education (ITE) provision is future-focused and fit for purpose. The survey included one question regarding this recommendation (shown in Figure 16 below).



Figure 16. Recommendation 16 question

Figure 16 shows the frequency of the 2,671 respondents' agreement and disagreement with Recommendation 16. There was a majority of agreement for this recommendation, with 70.5% of respondents agreeing with the Ministry and the Teaching Council working to ensure a future-focused workforce strategy. Comparatively, there were 9.3% who expressed no opinion, and 20.2% of respondents who disagreed with the recommendation.

Differences in agreement

Auckland

Differences in agreement were examined for Auckland and non-Auckland respondents. There was a difference between 10.1 – 20.0 percentage points of agreement, and lower than 10.0 percentage points of disagreement for the two groups, where non-Auckland respondents had higher degrees of agreement and lower levels of disagreement than Auckland respondents. However, there were still clear majorities of agreement for both cohorts, 62.5% for Auckland respondents and 78.2% for non-Auckland respondents.

Comments on the recommendation

There were a total of 290 comments regarding the teacher/kaiako workforce and the provision of ITE, with 26 discussing the recommendation to have a coherent future-focused workforce strategy. Remaining comments discussed details of the recommendation, or discussed the teacher/kaiako workforce and ITE more generally. Details of the recommendation most often discussed were the diversity of teachers/kaiako and the provision of ITE.

The Ministry of Education should work with the Teaching Council on workforce strategy

There were 26 comments regarding this sub-recommendation. Of these, nine comments expressed support for this recommendation, two expressed opposition, while the remainder commented more generally.

The comments provided a range of reasons for their support, with one comment expressing appreciation for the *“the unified focus of recruitment, training and support for new teachers.”*

Several comments were critical of the Teaching Council and the Ministry of Education.

Comments about a teacher/kaiako workforce strategy often mentioned issues of teacher/kaiako pay, conditions, recruitment and retention.

Diversity of Teachers/Kaiako

There were 76 comments received about the proposal to ensure the diversity of teachers/kaiako more closely matches student diversity. Many comments equated 'diversity' with 'ethnic diversity'.

There were 17 comments which expressed some level of support for the proposal.

There were 32 comments which expressed overall opposition to the proposal. A common reason given was that skills and experience should be prioritised to get the "*best person for the job*" (20). Another was the difficulty of attracting staff, regardless of ethnicity or cultural background (15).

We received 15 comments which discussed the professional standards of teachers/kaiako, with many concerned that standards may be compromised to "*fill quotas*".

A further eight comments discussed diversity of gender and educational philosophy within the teaching workforce.

A review of ITE

There were 30 comments that supported a review of the overall quality and range of ITE provision. Other comments discussed specific programmes and providers, with the consistent message in all comments being that standards in ITE must be raised.

There were 35 comments which stated the standard of teacher/kaiako training must be more rigorous and more consistent. Respondents expressed the view that "*teacher education is not preparing teachers pedagogically or professionally for the job ahead of them.*"

We received 20 comments which stated there should be more training for teachers/kaiako around learning support and disability.

There were 13 comments which called for a reestablishment of Colleges of Education to provide ITE. "*Re-establish our 6 world class Teacher's Colleges and get rid of the other 31 providers.*"

There were 10 comments regarding teacher/kaiako training at universities. Some felt this was important to promote intellectual rigour, while others felt university courses failed to prepare beginning teachers/kaiako for the reality of the classroom. One respondent commented that "*universities sacked experienced teacher trainers in favour of academics doing PhDs - this was to enhance their PBRF status rather than to enhance the quality of training.*"

Alternative, flexible ITE pathways

We received 11 comments regarding the proposal that alternative, flexible and good quality ITE pathways to registered teacher/kaiako status be developed, with seven in support and four opposed. There were also 10 comments about the suggestion that school-based models of teacher/kaiako training be employed, with four in support and six opposed.

Several respondents supported alternative and flexible pathways as a way to get people with practical life experience into teaching.

Several reasons were given by those opposed to the proposal. Some *“worried that a more flexible approach will sacrifice teacher quality.”* Some opposed school-based models *“because the burden falls back on schools to train the teacher”*, or result in teachers/kaiako having *“little experience outside the school they trained in.”*

Guaranteed employment for newly trained teachers/kaiako

There were 18 comments received about the proposal to guarantee employment for a specified period for newly trained teachers/kaiako who meet specified standards.

There were 10 comments which supported this proposal as a way to support beginning teachers/kaiako, and retain them in schools longer term.

There were eight comments which expressed opposition to the proposal on the basis that it may lead to low quality teachers/kaiako being guaranteed work unfairly.

Paraprofessional career development

Many respondents expressed support for paraprofessionals having better conditions and career pathways. Many also said that paraprofessionals who provide learning support for students fulfil a vital and underappreciated role. However, there was little feedback about the proposal that viable pathways for paraprofessional development and employment be available at Education Hubs. One respondent commented, *“I don’t think Hubs are the only way of providing paraprofessional opportunities”*

Recommendation 17: A Curriculum, Learning, Assessment and Pedagogy unit should be established in the Ministry of Education

This recommendation relates to the proposal that a Curriculum, Learning, Assessment and Pedagogy unit should be established within the Ministry of Education. The survey included one question regarding this recommendation (shown in Figure 17 below).



Figure 17. Recommendation 17 question

Figure 17 shows the frequency of the 2,670 respondents' agreement and disagreement with Recommendation 17. There was a majority of agreement for this recommendation, with 70.7% of respondents agreeing with establishing a Curriculum, Learning, Assessment and Pedagogy unit. Comparatively, there was 12.1% who expressed no opinion, and 17.1% of respondents who disagreed with the recommendation.

Differences in agreement

Auckland

Differences in agreement were examined for Auckland and non-Auckland respondents. There was a difference between 10.1 – 20.0 percentage points of agreement, and lower than 10.0 percentage points of disagreement for the two groups, such that non-Auckland respondents had higher degrees of agreement and lower levels of disagreement than Auckland respondents. However, there were still clear majorities of agreement for both cohorts; 62.2% for Auckland respondents and 79.1% for non-Auckland respondents.

Comments on the recommendation

There were 36 comments overall related to the recommendation that a Curriculum, Learning, Assessment and Pedagogy unit at the Ministry of Education would work with Education Hubs to support teachers/kaiako. Of these, 18 comments discussed centralised coordination of curricula and assessment.

There were eight comments that generally supported centralising these functions, and three opposed. Respondents in support mentioned consistency, efficiency and evidence-based practice as benefits of centralised coordination. Those opposed were concerned that the proposed unit would be overly prescriptive, or subject to political influence. One respondent commented, *“There is a risk putting the Curriculum and Assessment support function within the Ministry. The staff within the Ministry are required to manage 'up', serving the political priorities of the moment.”*

Some respondents saw this as a revamp of previous forms of education administration, such as curriculum advisors.

Teachers/kaiako to have access to professional learning and development programmes linked to National Education Learning Priorities (NELP)

There was little feedback about Professional Learning and Development (PLD) programmes linked to National Education Learning Priorities (NELP).

NOT GOVERNMENT POLICY

One comment stated, *“I am concerned that by limiting PLD to National Education and Learning Priorities we will continue the current system, where there is no provision for schools to access experts in the marginalised curriculum areas.”*

Recommendation 18: Communities of learning | Kāhui Ako pathway model requirements should be reviewed

This recommendation relates to the review of the requirements for the Communities of Learning | Kāhui Ako pathway model to enable more flexibility in clustering arrangements, achievement challenges, and in the use of staffing and funding resources. The survey included one question regarding this recommendation (shown in Figure 18 below).

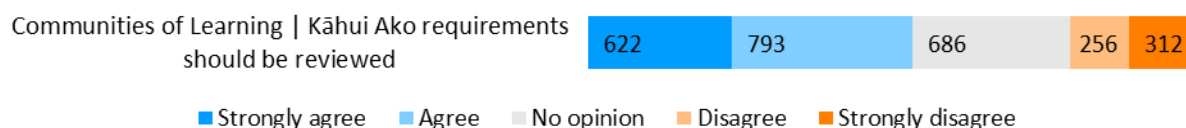


Figure 18. Recommendation 18 question

Figure 18 shows the frequency of the 2,669 respondents' agreement and disagreement with Recommendation 18. There was a small majority of agreement for this recommendation, with 53.0% of respondents agreeing with reviewing Kāhui Ako requirements. Comparatively, there was 25.7% who expressed no opinion, and 21.3% of respondents who disagreed with the recommendation.

Differences in agreement

Auckland

As the table below shows, the Auckland cohort had lower levels of agreement and higher levels of disagreement in comparison to the non-Auckland cohort, with differences between 10.1 – 20.0 percentage points. Non-Auckland respondents had a majority of agreement (62.3%), whereas Auckland respondents had no majority agreement or disagreement, with agreement at 43.6%. Comparatively, there was 15.3% disagreement for non-Auckland respondents, and a 27.3% level of disagreement for Auckland respondents.

Auckland				Non-Auckland			Percentage point difference
	Votes	Percentage	Aggregated agreement	Votes	Percentage	Aggregated agreement	
<i>Kāhui Ako pathway model requirements should be reviewed</i>							
Strongly agree	225	17.0%		397	29.5%		
Agree	352	26.6%	43.6%	441	32.8%	62.3%	18.7
No opinion	385	29.1%		301	22.4%		
Disagree	164	12.4%		92	6.8%		
Strongly disagree	198	15.0%	27.3%	114	8.5%	15.3%	12.0

Comments on the recommendation

There were 166 comments received about Kāhui Ako, of which 32 discussed the recommendation that requirements for the Kāhui Ako pathway model enable more flexibility. The remaining comments discussed Kāhui Ako more generally.

Of the 32 comments which discussed the recommendation regarding Kāhui Ako, 18 were in favour of greater flexibility, 10 opposed, and four expressed no clear view.

Those in favour supported the Kāhui Ako model being kept and developed, and of “*giving more flexibility to the model to meet what communities need.*” Those opposed were often

concerned that teachers/kaiako would be moved between schools within the Kāhui Ako. One said, *"you talk about 'more flexibility in the use of staffing and funding resources'. If this means that you are going to share teachers around, rather than having dedicated teachers to a specific class, especially in the primary schools, then this would be a BIG mistake."*

General comments regarding Kāhui Ako

Many respondents chose to comment more generally about Kāhui Ako. There were 66 comments that expressed general opposition to Kāhui Ako, or raised concerns about their cost and effectiveness. A further 20 comments were generally in favour of Kāhui Ako, and a 21 respondents said that Kāhui Ako needed further development.

There were 27 respondents that drew comparisons between Kāhui Ako and the proposed Education Hubs. Some felt that the two structures would have similar functions, and suggested that one replace the other. One respondent commented, *"Aren't COL's going to change to Hub's? They sound similar."*

Recommendation 19: The Teaching Council should develop more flexible teacher appraisal guidelines

This recommendation relates to the Teaching Council developing more flexible guidelines for teacher/kaiako appraisal. The survey included one question regarding this recommendation (shown in Figure 19 below).

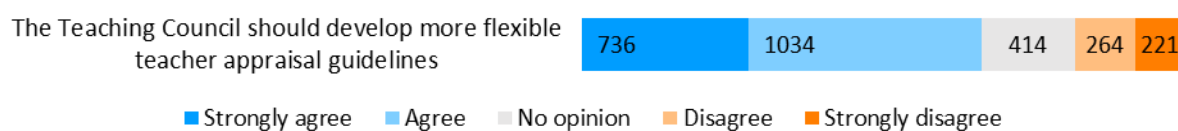


Figure 19. Recommendation 19 question

Figure 19 shows the frequency of the 2,669 respondents' agreement and disagreement with Recommendation 19. There was a majority of agreement for this recommendation, with 66.3% of respondents agreeing with the Teaching Council developing more flexible teacher/kaiako appraisal guidelines. Comparatively, there was 15.5% who expressed no opinion, and 18.2% of respondents who disagreed with the recommendation.

Differences in agreement

Auckland

Differences in agreement were examined for Auckland and non-Auckland respondents. There was a difference between 10.1 – 20.0 percentage points, such that non-Auckland respondents had higher degrees of agreement and lower levels of disagreement than Auckland respondents. However, there were still majorities of agreement for both cohorts, 57.7% for Auckland respondents and 74.8% for non-Auckland respondents.

Comments on the recommendation

We received 132 comments regarding teacher/kaiako appraisal. Of these, 31 comments discussed the recommendation that the Teaching Council develop more flexible guidelines for teacher/kaiako appraisal, while others discussed issues related to appraisal more generally.

Of these, 31 comments spoke about the Teaching Council developing more flexible guidelines for teacher/kaiako appraisal including team appraisal, peer appraisal, and the frequency of reporting.

There were nine comments which expressed support for this recommendation, such as, *"A more flexible appraisal system is a good idea. Much of what we do now despite the intent of policy makers is unnecessary compliance."*

A further nine comments expressed opposition to this recommendation, such as, *"In fact I think the appraisal should be tightened and [there] should be set guidelines given to all schools. In my opinion it is too flexible."*

The remaining comments did not express an overall view on the recommendation, but instead discussed aspects such as the role of the Teaching Council.

General comments regarding teacher/kaiako appraisal

The majority of the 133 comments received discussed teacher/kaiako appraisal more generally, expressing a wide range of views on the subject.

Nine comments received questioned the value of teacher/kaiako appraisal, many preferring a *“high trust model.”* However, 13 respondents expressed clear support of appraisals: *“Get real with the teaching profession. Set standards. Measure against standards. Act according to outcomes from that process to ensure poor teachers improve or find a new profession and good teachers get stretched to improve further.”*

There were 29 comments which expressed the view that current appraisals were pointless or too onerous. Of these, 16 comments expressed the view that current appraisals were too lax.

A further nine comments discussed the degree of impartiality that appraisals should take. There were mixed views, with some suggesting they be independent and impartial, and some questioning whether in-school appraisals, or team and peer appraisals, could be done impartially. One respondent commented in favour of independent teacher/kaiako appraisal, *“‘Flexible models’ for assessment have previously been demonstrated to allow manipulative or popular (though not necessarily good) teachers to avoid external review. The whole point of an independent inspector is to avoid local political issues and fairly (independently!) assess teachers’ suitability. This would evade such protections and expose children to hazard.”* Conversely, one respondent felt that *“assessment of teachers should be responsibility of schools, because they can give them feedback directly.”*

A further eight comments called for feedback from parents and students to be included in teacher/kaiako appraisals.

There were 14 comments which asked how good teachers/kaiako would be rewarded, or poor teachers/kaiako penalised, as a result of their appraisals. One called for *“accountability for teachers and schools who support consistently low learning outcomes.”* Another commented that *“the purpose of Appraisal needs greater clarity. The proposed model is fine if Appraisal is for improvement. There are still some within education that look to Appraisal as a performance measuring or competency tool. That won’t work with the proposed model.”*

Recommendation 20: Education Hubs should coordinate teacher PLD and advisory services

This recommendation relates to Education Hubs coordinating teacher/kaiako professional learning and development (PLD) and advisory services to provide local support and sustain expertise. The survey included one question regarding this recommendation (shown in Figure 20 below).



Figure 20. Recommendation 20 question

Figure 20 shows the frequency of the 2,668 respondents' agreement and disagreement with Recommendation 20. There was a majority of agreement for this recommendation, with 63.3% of respondents agreeing with Education Hubs coordinating teacher/kaiako PLD and advisory services. Comparatively, there was 13.2% who expressed no opinion, and 23.6% of respondents who disagreed with the recommendation.

Differences in agreement

Auckland

Differences in agreement were examined for Auckland and non-Auckland respondents. There was a difference between 10.1 – 20.0 percentage points, such that non-Auckland respondents had higher degrees of agreement and lower levels of disagreement than Auckland respondents. However, there were still majorities of agreement for both cohorts: 54.0% for Auckland respondents and 72.4% for non-Auckland respondents.

Comments on the recommendation

We received 332 comments regarding the involvement of Education Hubs in PLD provision. Of these, 82 comments discussed the recommendation that Education Hubs co-ordinate PLD and advisory services for teachers/kaiako. The remaining comments discussed details of the recommendation, or discussed PLD for teachers/kaiako more generally.

There were 82 comments about the recommendation that Education Hubs should co-ordinate PLD and advisory services in order to provide local support, and grow and sustain local expertise. Of these, 23 comments expressed support for this recommendation, 45 expressed opposition and 14 expressed no clear view.

Of those comments which expressed support for the recommendation, 15 comments indicated that Education Hubs would enable PLD to be delivered more efficiently and consistently. *"I think a more co-ordinated approach to PLD and lifting of excellence in pedagogy across schools is a good idea. It strikes me that the current system is expensive and inefficient in the way it delivers PLD."*

Of those comments which expressed opposition to the recommendation, 30 indicated that Education Hubs would not understand the PLD needs of individual schools and teachers/kaiako, and would promote programmes that aligned with *"Hub priorities"*.

Respondents often valued PLD in principle, but felt the process of accessing it too difficult, and questioned whether funding or classroom release would be available.

A few respondents discussed the proposal that Education Hubs coordinate advisory services.

Education Hubs should employ curriculum advisors

There were 27 comments which discussed the proposal to employ curriculum advisers, but did not refer to Education Hubs. Of these, 17 supported employing curriculum advisers, seven opposed and three expressed no clear opinion.

Those who supported the sub-recommendation provided a range of reasons for their support. Some considered this proposal “*the reinstatement of the previously effective Advisory Service.*” Curriculum advisers were also seen to enrich arts teaching and support the provision of a broad curriculum.

Those opposed to curriculum advisers said they were out-of-touch with schools and modern pedagogy, and were not good value for money.

Education Hubs should coordinate a pool of relief teachers/kaiako, paraprofessionals, teacher aides and non-registered teachers/kaiako

We received 54 comments which discussed relief teachers/kaiako, classroom paraprofessionals and non-registered teachers/kaiako, and the proposal that Education Hubs should coordinate pools of these staff.

There were 15 comments which expressed opposition to Education Hubs coordinating pools of relief teachers/kaiako and paraprofessionals. The most common reason given was that schools value their autonomy and want to choose their own relievers and aides.

There were seven comments which expressed support for the proposal, most commonly for reasons of efficiency. “*Any support Hubs can give with coordinating Relief Teachers and para-professionals will be much appreciated by busy senior managers.*”

There were also 13 comments which called for better career paths and PLD for relievers and classroom paraprofessionals.

Teacher/kaiako secondment

There were 15 comments regarding teachers/kaiako being seconded to Education Hubs or other schools in their cluster. Of these, 11 comments expressed the view that this was an unwanted imposition upon teachers/kaiako that would be destabilising for them and their students. Respondents that disagreed with the proposal believed that teachers would be moved between schools or agencies without their approval.

Of those that supported the proposal, these respondents expressed the view that this may lead to more career opportunities and supported the different pathways.

General Comments on Teaching

There were a total of 347 general comments. These comments have been separated into three themes: general comments (122); general comments particular to teaching (115); and teachers' pay, working conditions, quality, supply, and status (110).

General comments

There were a total of 122 comments that did not fit within other topics, or were general in nature.

Many of the comments raised similar concerns and points as in previous key issues. There were nine comments that stated they did not give an opinion because there was a lack of detail given in the report to make an informed decision. A further four comments related to the implementation of the recommendations. Two suggested that they needed to be adequately resourced in order to be successful, and another suggested that a pilot be implemented before change is made across the sector.

There were a further eight comments that cited resourcing within education as being too low, and one comment suggested that there needed to be more efficiency in the way resources are used, such as *"moving into online platform[s],"* or *"having a pool of flexible staff moving around schools."*

There were six comments that raised concern over Education Hub staffing. Respondents felt that Hubs should be staffed with practising educators and have good content knowledge of pedagogy, however were concerned that this was at odds with a current teacher/kaiako shortage. These comments contained similar ideas to those included in "Education Hubs: Staffing, resourcing and support services", please see pp.57 for more details.

The remaining 21 general comments did not specify greater detail, or did not provide substantive feedback.

Generally negative about the recommendation

There were 59 comments that were negative or opposed to the recommendations. Of these, 30 were generally negative in nature, and did not always relate to teaching. Some comments did not give further detail, and described the recommendations as *"more fluff and expense."* Similar to previous key issues, seven respondents disagreed with some recommendations on the basis that they were predicated on the establishment of Education Hubs, with some mentioning, *"Ed Hubs is a waste of money."*

The remaining comments were similar to what people felt in previous key issues. Respondents raised concern over the loss of autonomy and school character, and disagreed with an increase in bureaucracy and a perceived *"one size fits all"* model.

Generally positive about the recommendation

There were 15 comments that were supportive of the recommendations made to address teaching. Overall, there was a sentiment that *"these recommendations are fundamental to supporting teachers, reducing workload and providing curriculum and assessment support so that teachers new to the New Zealand education system and those that have been in the system for some time [sic] have appropriate professional development and support – particularly in such areas as the delivery of qualifications and subject/project resourcing."*

Respondents were supportive of *“some form of centralised [available] teacher resources,”* and generally, *“in line with best practice for teaching and work force development.”* However, respondents stated that funding and resourcing needed to be sufficient to carry out and sustain these recommendations.

General comments particular to teaching

There were 115 comments that were general in nature, but particular to the teaching profession. Some ideas were expanded on in more detail due to more breadth in responses: curriculum, removing underperforming teachers/kaiako, diversity, wellbeing, and collaboration.

The remaining 68 comments covered a range of different topics:

- There were 13 comments that suggested improving initial teacher education and making professional learning and development more readily accessible.
- There were 11 comments that related to learning support provision. The majority of these respondents felt *“teachers need specialised training to ensure they have the strategies and confidence to teach the growing number of students with diverse needs in the classroom.”* This would help teachers/kaiako to identify and adapt to diverse issues more readily as not all students will qualify for additional support, and create a culture of inclusion in schools. Respondents also suggested *“more learning support staff and time to ensure they can meet the needs of these students.”*
- There were seven comments that raised the importance of *“ensuring dialogue with teachers is strongly taken into account.”*
- Five respondents stated the importance of teachers/kaiako being held to account, citing that *“checks and balances are critical to advocating and maintaining best practice.”*
- Three comments referred to modern learning environments (MLEs). These comments did not believe that modern learning environments were suitable for all learners/ākonga and it was difficult for students to focus.
- Two respondents supported the increased role of paraprofessionals in supporting teachers/kaiako. One respondent commented specifically on having a pool of relievers available to teach within a group of schools. This respondent felt that it would be difficult to hold these relievers to account when they continuously taught at a number of different schools.
- One respondent commented about the system more generally, *“Our current system has teachers as both educator and assessor. We are then judged by pass rates of our students. This puts us under ethical pressure to game the system. If we separate out teaching and assessment, we will create better outcomes for students and teachers.”*

Curriculum

There were 14 comments that related to the curriculum. There was a sense that our curriculum needs to be reviewed, and was not adequately addressed in the report, although it was acknowledged that it was beyond their remit, *“The Tomorrow’s Schools report acknowledges that it oversteps its brief in other areas, I think it is not unreasonable to suggest that the Taskforce might have thought a little more deeply about the relationship between educational inequity and the content of lessons learned by students across the country.”*

More generally, there was a sense that there is a *“lack of breadth”* within the curriculum. Respondents desired a *“decent national curriculum, one that is knowledge rich and*

specified,” and one respondent cited, “until the curriculum has genuine content that can be engaged with in a meaningful way, there is little chance of teaching being truly effective. Students from rich areas will continue to benefit from their existing cultural capital, while poorer students will be further isolated and fall further behind.”

Other specific areas included more focus on *“maths and reading,”* as well as more project based learning, critical thinking, and life skills.

There were also four respondents that raised music as part of the New Zealand Curriculum. Respondents felt this was poorly implemented due to the lack of capability for classroom teachers/kaiako, and out of reach for those that do not have the means to pay for extra specialist lessons. One respondent commented, *“There should be a greater allowance for itinerant music teaching hours in area schools due to limited access to quality music lessons outside school.”*

Removing underperforming teachers/kaiako

There were 10 comments that related to the mechanisms for removing underperforming teachers/kaiako. Respondents generally agreed that teachers/kaiako that were not there for the *“right reasons”* or were constantly underperforming should be removed from the profession. Although, some were *“unclear about the mechanisms for dealing with under-performance among registered teachers,”* the majority of these respondents felt *“[t]his is currently a weakness in the system and in some schools is a significant problem.”*

Diversity

There were eight comments around diversity of the teaching workforce. Competency in Te Ao Māori was emphasised in four comments, one respondent commenting, *“There is already existing provision for integrated of Te Ao Māori into the school system, however it is poorly used by schools. This should be highlighted, and greater PD provided to ensure teachers are adequately meeting the needs of all students. Furthermore, further emphasis on Te Ao Māori competence should be placed on teachers.”*

Three comments supported the celebration of diversity within the teaching workforce, and saw no need for discrimination or racism within the education system. The remaining comment spoke to our increasing migrant population, suggesting that *“understanding the needs and struggles of the migrants, providing equal opportunities of employment to skilled migrants, using their expertise, making changes in our systems will help us integrate and meet the diverse needs.”*

Wellbeing

There were seven comments about wellbeing. Of these, five comments specifically referred to supporting teacher/kaiako wellbeing, and in particular, mental health. Respondents mentioned that it was *“important for teachers to receive support for the benefit of children,”* and that *“[s]chools cannot continue to work teachers until their mental health is broken and they leave the profession.”*

The remaining two comments spoke about wellbeing more generally. One respondent suggested, *“using the NZ health education curriculum as a resource to train all pre service and all practicing teachers ... [to] build personal resilience for teaching and create a better understanding of Wellbeing across the school community.”* The other respondent suggested that more information and development should be provided to teachers/kaiako around sensitive issues where *“incorrect details or biased opinions can impact the care of the child and their wellbeing.”*

Collaboration

There were six comments relating to collaboration within the education system. Respondents felt that teachers/kaiako needed *“time to develop a more collaborative approach to assist all students and to share teacher creativity.”* This included access to examples of good practice, observing other schools and sharing best practice, and providing a platform where teachers/kaiako can share innovative practices.

One respondent did raise a concern that communities that have already formed successful clusters of collaboration will be able to continue unhindered from the Teachers Council and Hub.

There were two comments that suggested more flexibility around employment and teacher registration guidelines, specifically mentioning *“more part-time work opportunities for secondary teachers.”* This would allow more people, especially mothers, to teach or return to teaching, to help address the teacher/kaiako shortage. One respondent commented, *“There should be clearer guidelines and more support available for women as they leave teaching to have their families. Young mothers should be given more flexibility with their registration while they are at home raising their children. Their teacher registration should be put on hold ... and when they are ready to return a system is in place at no cost to them to ensure they can return to teaching with the support they need.”*

Another respondent raised a concern about teacher/kaiako registration, *“We need to recognise that teacher registration has become a potent force for a bully to coerce their staff to resign, transfer, retire or fall in with the principal’s demands. We need a capable teaching force but the actions of their supervisors need to be scrutinised as well.”*

Teacher/kaiako pay, working conditions, quality, supply, and status

There were 110 comments that related to teacher/kaiako pay, working conditions, quality, status, and supply. These ideas were combined within this theme due to their closely related nature, and respondents often tended to mention several ideas in conjunction with one another. Respondents felt these were fundamental issues that had not been addressed within the report.

Respondents felt that increasing teacher/kaiako pay would help to alleviate a number of issues:

- Incentivising teachers/kaiako to work in harder to staff areas, and matching the increased costs of living in more expensive areas. Respondents mentioned Auckland as a city with a high cost of living, and should receive *“a cost of living allowance otherwise they cannot afford rents and cost of living and will relocate.”*
- Increase teacher/kaiako supply. This was the most commonly raised point after teacher/kaiako pay and working conditions. Respondents raised concerns over *“the teachers supply crisis, despite the country shortage, knowing that effective teaching has the biggest impact on student learning.”*
- Increase the overall quality of teachers/kaiako. A *“high quality teaching supply”* was considered *“where the enormous costs of such a restructure should instead be directed.”* Respondents felt that higher pay would encourage higher quality candidates to enrol in ITE providers, as well as retain higher quality teachers/kaiako in the profession.
- Improve teacher/kaiako status. This was often mentioned alongside teaching quality and supply, and respondents consistently cited the need to *“increase respect and recognition for teaching as a profession,”* and *“work to change society’s perception of the role.”* One

respondent commented, *“The status of each of our educators needs to be raised through opportunities, pay parity, seamlessness, education, a living wage in all parts of the country, and a quality support for the teachers and each child. Incentives such as a return to early training allowances and real sabbaticals.”*

Alongside increasing teacher/kaiako pay, some respondents also advocated for performance pay for high performing teachers/kaiako. One respondent commented, *“Teachers should be assessed and paid accordingly ... It is not fair but more importantly it doesn’t motivate teachers to go the extra mile/or attract the top student to the profession if everyone gets paid the same.”* Another respondent raised the lack of increase in pay in relation to additional professional development, *“I am studying through Mindlab. It is transformative but the school did not fund it. It has taken an extraordinary amount of my personal time. Once finished, I do not have a pay increase or anything actually for this huge effort.”*

In addition to addressing teacher/kaiako pay, respondents also commented on improving teacher/kaiako working conditions. Most common examples of areas to improve included large class sizes, and too much paperwork. This contributed to long work hours and teacher/kaiako shortages. One respondent commented, *“Workload needs to be massively cut. The amount of paperwork is horrendous. Trust in teachers needs to be rebuilt in the wider community.”*

There was some concern that the new reforms would not improve teacher/kaiako working conditions and in some cases, even be more detrimental, such that *“changes and transitions into new systems should come with release rather than heaping more work on already overloaded teachers.”*

Key Issue 6: School Leadership

There were a total of 2,414 respondents that chose to answer this section on School Leadership. The following discussion provides analysis of:

- the number of respondents that agreed or disagreed to the given questions;
- comments relating to the recommendations; and
- general comments about choice and competition which do not relate to any specific recommendations.

The Taskforce has made the following recommendations to address the issues identified in Schooling Provision:

<u>Recommendation 21</u>	A Leadership Centre should be established within the Teaching Council
<u>Recommendation 22</u>	The roles and functions of the Leadership Centre
<u>Recommendation 23</u>	The role of the Education Hub in school leadership

For the complete recommendations, please see pp. 104 in *Our Schooling Futures: Stronger Together | Whiria Ngā Kura Tūātitini*.

Recommendation 21: A Leadership Centre should be established within the Teaching Council

This recommendation relates to the proposal that a Leadership Centre would be established within the Teaching Council. The survey included one question regarding this recommendation (shown in Figure 21 below).



Figure 21. Recommendation 21 question

Figure 21 shows the frequency of the 2,422 respondents' agreement and disagreement with Recommendation 21. There was no majority of agreement or disagreement for this recommendation, with 49.2% of respondents agreeing with establishing a Leadership Centre within the Teaching Council, and 26.3% of respondents who disagreed. There was 24.5% of respondents that expressed no opinion.

Differences in agreement

Auckland

As the table below shows, the Auckland cohort had lower levels of agreement and higher levels of disagreement in comparison to the non-Auckland cohort, with differences between 10.1 – 20.0 percentage points. Non-Auckland respondents had a majority of agreement (59.2%), whereas Auckland respondents did not have a majority of agreement or disagreement, with agreement at 39.8%. Comparatively, there was 16.7% disagreement for non-Auckland respondents, and a 35.4% level of disagreement for Auckland respondents.

Auckland				Non-Auckland			
	Votes	Percentage	Aggregated agreement	Votes	Percentage	Aggregated agreement	Percentage point difference
<i>A Leadership Centre should be established within the Teaching Council</i>							
Strongly agree	188	15.1%		289	24.5%		
Agree	306	24.6%	39.8%	409	34.7%	59.2%	19.4
No opinion	308	24.8%		285	24.2%		
Disagree	190	15.3%		102	8.6%		
Strongly disagree	250	20.1%	35.4%	95	8.1%	16.7%	18.7

Comments on the recommendation

There were 129 comments related to Recommendation 21 and the proposed Leadership Centre. Of these, 52 discussed the recommendation that a Leadership Centre be established. A further 56 comments discussed placing the Leadership Centre within the Teaching Council, while the remaining comments followed no clear theme.

The Leadership Centre should be established

Of the 52 comments received about the establishment of a Leadership Centre, 23 were opposed, 18 were in support, and 11 expressed no clear view.

Of the 23 comments from respondents opposed to the Leadership Centre, 11 said that current provision of leadership support was adequate, and expressed views such as, *“a Leadership Centre is another layer of expensive bureaucracy which is not required.”* There were three comments from respondents saying the support offered by the Leadership Centre would have little relevance to school leaders.

Many of the 18 positive comments gave no reason for supporting the recommendation. There were four comments received about the importance of leadership development given the demands of the role, such as, *“There is strong need for a national centre in which to develop leadership. School leadership is a diverse and complicated role and the necessary skills are quite different from those needed for classroom teaching. All too often people rise through the ranks without the leadership skills necessary to be successful at the higher level.”* There were also three comments about the benefits of a centralised resource for school leaders.

There were 12 comments received about the composition of the Leadership Centre. Five respondents considered it important the centre be comprised of experienced education leaders, *“high-quality leaders currently employed in the education sector.”*

However, three comments expressed concern that the centre may lack credibility, and become *“a place retiring principals default to in the twilight of their careers.”*

Several respondents also considered leadership experience from outside education to be important. One respondent suggested the involvement of *“the New Zealand Institute of Management and Leadership. I hope someone is speaking with them. This role is not about teaching it is about leadership”*

Other support for school leaders

Overall, there was positive sentiment around increased support for school leaders. Several respondents discussed other leadership centres and programmes that they found beneficial, including the Principal Leadership Centre in Wellington. This was seen by one respondent as *“an outstanding programme that helped Principals really get to grips with leadership and Principalship”*, and the leadership centre at Auckland University was *“a very effective, well regarded leadership centre but funding uncertainties have undermined its work.”*

The Leadership Centre and the Teaching Council

There were 56 comments received about the recommendation that the Teaching Council host the Leadership Centre, with 42 opposed, seven in support, and seven expressing no clear opinion.

The most common reasons given by those opposed to the recommendation were:

- Incompatibility between the functions of the two agencies, mentioned in 11 comments. One said, *“If this proposal is to go ahead then change the name of the Teachers Council to a more generic education term. To suggest that you put leadership development into the Teachers Council suggests a different focus and different skill set. Developing teachers is different to developing Leadership!”*
- Concern that the Teaching Council is unrepresentative of teachers/kaiako, mentioned in seven comments.
- Concern that the Leadership Centre will become too political if placed within the

Teaching Council, mentioned in five comments. One said, *“Moving the Leadership Centre to be a subsidiary of the Teaching Council will simply ensure that all prospective principals are favoured by the teaching unions, with consequent further politicisation of the position. Whilst some may consider this to be useful, it is at the cost of the children's education.”*

- Lack of capability in the Teaching Council, mentioned in four comments. *“Having the leadership centre under the auspices of the teachers council is cause for concern. I do not have a lot of faith in this organisation.”*

Few reasons were given by respondents who supported placing the Leadership Centre within the Teaching Council. One respondent said, *“Very pleased to see leadership being positioned inside the profession (Leadership Centre within the Teaching Council) rather than as a separate entity.”*

Several other locations for the Leadership Centre were suggested, including the Ministry of Education and *“the NZPF/SPANZ in partnership with a university consortium type approach.”* Four comments were received from respondents who felt the Leadership Centre should be independent.

Recommendation 22: The role of the Leadership Centre

This recommendation relates to the proposed Leadership Centre and the roles and functions it would undertake, including championing a coherent approach to leadership, providing national guidelines criteria for eligibility for application to be a principal/tumuaki, ensuring leadership development is consistent and connected and providing a repository for leadership research. The survey included one question regarding this recommendation (shown in Figure 22 below).

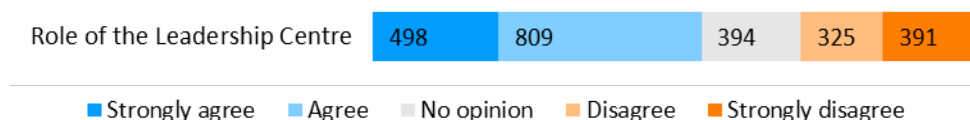


Figure 22. Recommendation 22 question

Figure 22 shows the frequency of the 2,417 respondents' agreement and disagreement with Recommendation 22. There was a small majority of agreement for this recommendation, with 54.1% of respondents agreeing with the functions of the Leadership Centre. Comparatively, there was 16.3% who expressed no opinion, and 29.6% of respondents who disagreed with the recommendation.

Differences in agreement

Auckland

As the table below shows, the Auckland cohort had lower levels of agreement and higher levels of disagreement in comparison to the non-Auckland cohort, with differences greater than 20.1 percentage points. Non-Auckland respondents had a majority of agreement (65.6%), whereas Auckland respondents did not have a majority of agreement (43.1%). Comparatively, there was 18.9% disagreement for non-Auckland respondents, and a 39.8% level of disagreement for Auckland respondents.

Auckland				Non-Auckland			
	Votes	Percentage	Aggregated agreement	Votes	Percentage	Aggregated agreement	Percentage point difference
<i>The role of the Leadership Centre</i>							
Strongly agree	174	14.1%		324	27.5%		
Agree	359	29.0%	43.1%	450	38.2%	65.6%	22.5
No opinion	212	17.1%		182	15.4%		
Disagree	216	17.4%		109	9.2%		
Strongly disagree	277	22.4%	39.8%	114	9.7%	18.9%	20.9

Comments on the recommendation

Few of the 47 comments received about Recommendation 22 and the role of the proposed Leadership Centre were of a substantive nature.

There were 10 comments received that specifically discussed the role of the proposed Leadership Centre, with six in favour of the role outlined, one opposed, and three expressing no clear view. Most comments were in favour of education leaders receiving more support in their roles, and expressed views such as, *"Having a comprehensive leadership development programme is essential to ensure that school leadership is well supported and able to easily access relevant professional development opportunities."*

Research at the Leadership Centre

There were four comments in support of the recommendation that the Leadership Centre have a research focus, with one respondent calling for *“some just in time research and some practice based research so we are not waiting 5 years or more for results and things have changed so much the advice is irrelevant.”*

Another two respondents opposed the Leadership Centre being involved in research. One commented, *“It is difficult to understand why we would ignore the rigour of the universities and set up an 'independent' leadership centre. We have excellence in the tertiary sector that when partnered with practice expertise could offer so much more. Why create a second tier of research expertise that will not be accountable in the same way as university academics are accountable.”*

Leadership Capability Framework

There were two comments received about the use of the Leadership Capability Framework for principals/tumuaki. One respondent said, *“The Leadership Capabilities Framework is an exciting document and we are already using it to grow our middle leaders. The focus away from 'tasks' to 'skills and dispositions' is awesome and reflects the difference between management and leadership.”*

Recommendation 23: The role of Education Hubs in school leadership

This recommendation relates to the proposed role of the Education Hubs in developing school leadership, including (but not limited to) providing development opportunities for potential leaders and creating a talent pool to draw on, employing Leadership Advisors, and supporting all principals/tumuaki through regular discussion of school progress. The survey included one question regarding this recommendation (shown in Figure 23 below).



Figure 23. Recommendation 23 question

Figure 23 shows the frequency of the 2,415 respondents' agreement and disagreement with Recommendation 22. There was a small majority of agreement for this recommendation, with 53.0% of respondents agreeing with the role of the Education Hubs in developing leadership. Comparatively, there were 11.5% who expressed no opinion, and 35.5% of respondents who disagreed with the recommendation.

Differences in agreement

Auckland

As the table below shows, the Auckland cohort had lower levels of agreement and higher levels of disagreement in comparison to the non-Auckland cohort, with differences greater than 20.1 percentage points. Non-Auckland respondents had a majority of agreement (65.8%), whereas Auckland respondents did not have a majority of agreement (40.9%). Comparatively, there was 24.1% disagreement for non-Auckland respondents, and a 46.4% level of disagreement for Auckland respondents.

Auckland				Non-Auckland			
	Votes	Percentage	Aggregated agreement	Votes	Percentage	Aggregated agreement	Percentage point difference
<i>The role of Education Hubs in school leadership</i>							
Strongly agree	178	14.4%		347	29.4%		
Agree	327	26.5%	40.9%	429	36.4%	65.8%	24.9
No opinion	158	12.8%		119	10.1%		
Disagree	224	18.1%		134	11.4%		
Strongly disagree	349	28.2%	46.4%	150	12.7%	24.1%	22.3

Comments on the recommendation

There were 218 comments received about Education Hubs and school leadership. Of these, 64 discussed Hubs and school leadership in general. The remaining 154 comments focused on the specific roles and functions recommended for the Hubs in relation to school leadership.

General comments

There were 64 general comments received about Education Hubs and school leadership. Of these, 40 comments were opposed to Hubs taking a role in school leadership, or were

opposed to Hubs in general, one was supportive and 23 expressed no clear opinion. These respondents felt that *“there are things that need to change with Leadership but not through the Education Hubs.”*

Roles and functions of Education Hubs

There were 154 comments about the roles and functions recommended for Education Hubs in relation to school leadership. Most commonly discussed were the provision of leadership development and support, the appointment of principals/tumuaki, and the promotion of ethnic diversity in school leadership.

Leadership development and support

There were 36 comments received about the provision of leadership development and support to principals/tumuaki. Of these, 20 comments were generally positive about leadership development and support, but 11 did not want Hubs to provide it.

There were 13 comments that said Hubs would be too removed from the day-to-day running of schools, *“to be able to spot leadership talent from afar.”* Three comments came from respondents concerned that leadership development would lack national cohesion if organised through Hubs, such as, *“Education Hubs are not the way to go about this, instead the national body should have leadership development programmes in place that are national, not regional, otherwise you end up with a lottery of development options depending on where you teach.”*

There were 10 comments that generally supported Hubs providing leadership development to principals/tumuaki. The reason most commonly given for this support was the prospect that Hubs could offer strong and coherent pathways to develop school leadership, such as the following comment, *“Tomorrow's Schools tends to lock teachers into their own school when it comes to promotion ... This new approach would mean Hub personnel with particular professional development and appraisal roles would have an overview of the abilities and strengths developed by individual teachers/Principals and could provide career pathway suggestions to them.”*

Education Hubs and principal/tumuaki appointments

There were 33 comments received about the proposal that Hubs work with school boards to employ principals/tumuaki. Of these, 14 were broadly opposed to the proposal, 10 were supportive and nine expressed no clear opinion.

Generally disagree

Of the 14 respondents opposed to this recommendation, nine were opposed in particular to boards having less say in the appointment process, *“this should stay with the Board of Trustees alone.”* One respondent was concerned that Hubs would promote candidates to boards, *“who would subsequently face a non-choice of rubber stamping the appointment of one pre-approved candidate over another.”*

One respondent said board appointments provided strength in diversity, *“Schools and the parents (through the boards) are quite capable of assessing leadership. This centralised model hazards capture by a small group of selectors with the consequent focus on ideology rather than competency. A diverse approach to selecting leaders of the future, as provided*

by the current model, is far better and avoids the intellectual monoculture that would result from the proposed changes.”

Generally support

Of the 10 comments in support of this recommendation, seven were supportive in particular of Hubs being involved in the appointment process. One respondent commented, *“Have been on a Board while selecting a Principal and agree that involvement from independent education specialists would be ideal.”*

Another respondent saw parallels with current processes, agreeing *“that Hub staff should be on the appointments committee - like the current principal advisor that some schools use.”*

Education Hubs and ethnic diversity

There were 31 comments received about Hubs promoting greater ethnic diversity in principal/tumuaki appointments. Of these, 11 respondents were broadly opposed to the promotion of ethnic diversity in appointments, six were in support, and 14 expressed no clear opinion. Of those that disagreed with the recommendation, some respondents expressed the opinion that this proposal was *“racist,”* based on the view that *“promoting someone based on their colour, rather than their merit, is racist. And yes, racism does cut in all directions, not just the ones you're interested in.”*

Others felt the skills and experience of candidates should be the highest priorities in appointments. One respondent commented, *“I would rather have a pākeha tumuaki teaching my tamariki than an ‘ethnically diverse’ tumuaki, who gets the job because of their ethnicity rather than a better tumuaki who is not ‘ethnically diverse’”*

There was no clear theme evident in the comments supporting ethnic diversity in principal/tumuaki appointments. Several respondents mentioned equity and the multicultural nature of New Zealand society. One respondent felt that, *“the ethnic diversity of senior leadership should reflect student ethnic diversity.”* Another supported Māori and Pacific appointments to school leadership, and at Hub level.

One respondent commented, *“We need more Pasifika professionals in this role and more support given to them to help with work load and that they are not overloaded with work that can be easily distributed. Appoint leaders for the Education Hub and to make sure we have Maori and Pasifika leaders in the Education Hub.”*

Gender in school leadership

There were also several comments received about the gender balance in school leadership. One respondent commented, *“In primary if you are a man and you can speak relatively articulately you will be selected as a principal. If you are a woman you will have to work TWICE as hard to get the same recognition. Very sad.”*

Leadership support and growth across the Education Hub network

There were 14 comments received about principals/tumuaki contributing to leadership support and growth across the Education Hub network. Many felt this meant moving principals/tumuaki between schools. One commented, *“I support the concept of providing additional incentives / remuneration to proven high performing principals to take on the task of helping/recovering under-performing schools but this must not be by way of an Education*

Hub simply deciding to transfer them.”

Three comments opposed the proposal to move principals/tumuaki because it would disadvantage the schools left behind. Another respondent questioned how this would work for special character schools: *“Again there is no provision for special character. We cannot envisage how the model will work for us. We must have leaders and all staff agreeing to our special character. We cannot be sharing our staff with other schools or developing leadership outside a Christian context. If we were to be in a Hub with other schools of similar special character then we would not want someone else deciding to send our principal to another city - the model doesn’t work for us.”*

Education Hubs and principal/tumuaki performance management

There were 13 comments received about principal/tumuaki performance management, and seven comments about accountability for principals/tumuaki. Three respondents saw the benefit of principals/tumuaki being accountable to a larger agency, and being required to *“answer to government not a board of their friends. Some need to move on due to incidents that get swept under the rug.”*

Three other comments questioned whether Hubs would be able to provide useful performance management to principals/tumuaki. One commented, *“I would accept peer appraisal and not Board or Hub Appraisal as Principals in the field have a much better knowledge than Office-bound experts!”*

Education Hubs and Leadership Advisers

There were six comments received about the recommendation that Hubs would employ Leadership Advisers, with three in support, and three of no clear opinion. One respondent commented, *“Strengthening communication between leadership advisors and principals is a good idea. These advisors would also be in an important position to evaluate trends that are happening in their Hub and collaboratively consult with schools within the Hub. Collective collaborative consultation would be the key.”*

Several respondents considered the Leadership Adviser role similar to leadership adviser roles in previous years. Two respondents welcomed their return, one saying, *“The disestablishment of the Leadership Advisers was one of the worst things that has happened in PLD. It has left a lot of inexperienced principals, especially in small rural schools floundering. These recommendations are a very positive move.”*

Another respondent considered that Leadership Advisers would have more in common with the former School Inspectors, and was less positive about their return: *“These advisers are Inspectors albeit the term Advisor is a far less frightening term than Inspector. All for this. Will principals get a grading?”*

General Comments on School Leadership

There were approximately 248 comments that did not fit within the recommendations given around school leadership. There were 86 comments that discussed the recommendations on school leadership as a whole. Other comments were received on topics related to school leadership: the role of school principal/tumuaki (56); pathways to school leadership (55); support for school leaders (51); pathways to school leadership (37); and other comments (no number given).

The recommendations

There were 86 comments received that discussed the recommendations on school leadership as a whole. Of these, 30 were generally positive and 56 were generally negative.

There were 30 generally positive comments about the recommendations on school leadership. Many (21) gave little reason for this support and said things like, *"Sounds wonderful! Long overdue."* Others (5) expressed support for the recommendations in principle, but were concerned how they would be applied in practice. Several respondents welcomed a cohesive plan for developing school leadership and one said that too much was *"left to chance currently."*

There were 56 generally negative comments about the recommendations on school leadership. Some (18) gave little reason for this opposition, while others (17) felt the changes would result in a system that was bureaucratic, *"adding more red tape and middle management"*, and removed from the realities of running a school. There were seven comments from respondents who considered the recommendations impractical and unachievable, and five comments said that current school leadership provisions were sufficient, and no change was needed. One respondent commented, *"What problem is this section trying to address? Ask yourself that."*

Role of a principal/tumuaki

There were 56 comments that discussed the role of school principal/tumuaki. Of these, nine said the role was very important, *"The success of our schools and the aspirations we hold for learners rests heavily on effective leadership."*

There were four comments from respondents who considered the role very challenging, and nine said there were too many parts to the role which distracted principals/tumuaki from the leadership of teaching and learning, *"their core business they are trained to do."*

Several respondents said that principals/tumuaki should be challenged in their role. One commented, *"Principals should not be allowed to stay in one school for too long, as they stagnate and the school stagnates with them. Principals should be constantly challenged, as all leaders should be."*

Support for school leaders

There were 51 comments about support and development of school leadership. Most considered it important that school leaders be supported and developed, and some (16) said that current provisions were lacking, *"School leadership for 30 years has been poorly supported. Career pathways have been non existent or muddled. Too much has been expected of individual leaders without comprehensive support."*

There were five comments from respondents who considered that the support available currently was sufficient, *“Principals can access mentors already and they have their own support networks”*, and eight comments said support should only be focused on the schools and leaders that needed it.

There were nine comments about the value of mentors and peer support for school leaders.

Pathways to leadership

There were 37 comments about pathways to school leadership. Of these, six said that current pathways are unclear and need improvement, *“Clear apprenticeship and pathway opportunities need to be designed built and monitored.”*

There were 18 comments about school leaders having a background in education. Of these, nine said it was important that they did, to avoid being *“out of touch with the coal-face reality of teaching.”* However, nine comments said that school leaders should come from outside of education, or should learn from other disciplines such as business or the military.

There were 11 comments about the wide range of leadership roles in schools, such as assistant and deputy principals/tumuaki, deans and heads of department. Several said these roles should be more prominent in the recommendations on school leadership.

There were five comments from respondents who said that new principals/tumuaki should receive formal training for their role.

Other comments

Comments on a range of other topics were also received. Several discussed diverse types of schools, such as Catholic, Kaupapa Māori and Steiner, and expressed concern that the recommendations on school leadership did not account for this diversity.

Several respondents also expressed concern that the recommendations on school leadership did not account for differences in school size, or socio-economic factors. One commented, *“It is important to understand that many so-called effective leaders in high decile schools are unable to effectively lead in lower decile, more demanding schools.”*

Several respondents discussed different types of leadership. One commented, *“How is leadership developed to cater to the diverse communities, people groups of Aotearoa. The euro centric view of leadership is the only model that could develop in this model, perpetuating the status quo. How do indigenous models of leadership flourish in this? Shared leadership, distributed leadership, wānanga and talanoa are models that should be considered and included in the future development of schools in Aotearoa.”*

Key Issue 7: Resourcing

There were a total of 2,444 respondents that chose to answer this section on Resourcing. The following discussion provides analysis of:

- the number of respondents that agreed or disagreed to the given questions;
- comments relating to the recommendations; and
- general comments about resourcing which do not relate to any specific recommendations.

The Taskforce has made the following recommendations to address the issues identified in Resourcing:

<u>Recommendation 24</u>	The proposed equity index should be implemented as soon as possible, and; that equity resourcing is prioritised to the schools with the most disadvantaged students, is increased to a minimum of 6% of total resourcing and applied across operation, staffing and property
<u>Recommendation 25</u>	The allocation of staffing entitlements and management resources should be reviewed to ensure that there is alignment and coherence across primary and secondary schools
<u>Recommendation 26</u>	Education Hubs work should with school principals/tumuaki who receive equity funding to identify and share best practice around the use of this funding both within and across Education Hubs
<u>Recommendation 27</u>	Education Hubs should carry out school network reviews to ensure smaller schools that are unable to deliver quality education services are merged with others, or closed, where this is a practical possibility

For the complete recommendations, please see pp. 115 in *Our Schooling Futures: Stronger Together* | *Whiria Ngā Kura Tūātinini*.

Recommendation 24: The proposed equity index should be implemented

This recommendation relates to the equity index being implemented as soon as possible, and that equity resourcing is increased to 6% of total resourcing and applied across operation, staffing and property. The survey included one question regarding this recommendation (shown in Figure 24 below).



Figure 24. Recommendation 24 question

Figure 24 shows the frequency of the 2,445 respondents' agreement and disagreement with Recommendation 24. There was a majority of agreement for this recommendation, with 62.5% of respondents agreeing with the proposed equity index and increased equity resourcing. Comparatively, there was 13.0% who expressed no opinion, and 24.5% of respondents who disagreed with the recommendation.

Differences in agreement

Auckland

As the table below shows, the Auckland cohort had lower levels of agreement and higher levels of disagreement in comparison to the non-Auckland cohort. There were differences greater than 20.1 percentage points, such that non-Auckland respondents had higher degrees of agreement and lower degrees of disagreement than Auckland respondents. Non-Auckland respondents had a clear majority of agreement (73.4%), whereas Auckland respondents had a marginal majority at 51.4%. Comparatively, there was 14.3% disagreement for non-Auckland respondents, and a 34.9% level of disagreement for Auckland respondents.

Auckland				Non-Auckland			
	Votes	Percentage	Aggregated agreement	Votes	Percentage	Aggregated agreement	Percentage point difference
<i>The proposed equity index should be implemented</i>							
Strongly agree	254	21.0%		463	37.5%		
Agree	368	30.4%	51.4%	444	36.0%	73.4%	22.0
No opinion	166	13.7%		152	12.3%		
Disagree	168	13.9%		102	8.3%		
Strongly disagree	254	21.0%	34.9%	74	6.0%	14.3%	20.6

Comments on the recommendation

There were 189 comments received relating to the proposed equity index, and the recommendation to increase equity funding to six percent of total resourcing. The topic discussed most by respondents was the merits and drawbacks of equity funding in general.

Equity funding

There were 63 comments received which discussed the general concept of equity funding. Opinion was divided about the merits of equity funding, with 33 comments opposed to the concept, 25 in support, and five expressing no clear view.

Respondents who opposed equity funding provided a range of reasons for doing so:

- Most commonly respondents considered equity funding unfair, as funds are prioritised towards lower socio-economic communities away from higher socio-economic communities. One respondent commented, *“Poor schools shouldn't get anymore funding than any other school. I pay more tax than poor school kids parents but my kids education suffers because most funding goes to poor schools ... Not equal at all.”*
- Some considered equity funding ineffective, and that extra money in a school's operational grant would be little help to disadvantaged learners/ākonga. One respondent commented, *“The issue with the equity funding is not so much as how it is calculated but how schools will use those funds - if they do not do anything different than what is current practice, things are unlikely to change. The recommendation of the Tomorrow's schools reforms were that schools in receipt of equity funding be require to develop a proposal as to how those funds were to be used to address identified needs. This never happened.”*
- Some considered equity funding misdirected, and that extra funding should be allocated to learners/ākonga with specific additional needs, not on the basis of socio-economic status.

Respondents in support often saw equity funding as a means to support disadvantaged learners/ākonga and communities. One respondent said, *“I have classes where none of my students have devices or even phones - I'm at a decile 2 school. These kids are never going to have the same opportunities as higher decile schools. Please send help!”*

The proposed equity index

The concept of developing a more nuanced and effective equity index was supported by many respondents, with 24 comments received in support of this. One respondent commented, *“Please adopt the new model and pour millions of dollars into the lower decile schools to try and repair the damage that has been done.”* However, 23 respondents felt they needed more information about the proposed new equity index before passing judgement, and asked questions such as, *“How do you measure disadvantage?”* Several respondents questioned whether the equity index would account for the nuances of each individual school community, and made comments such as the following, *“I would hope the Equity Funding idea would look at the student body as a whole and fund accordingly. In Catholic Schools students can come from decile 1 to decile 10 communities and if the school is in a decile 9 community, but has a high proportion of decile 1-3 students it is penalised by its location rather than funding according to the reality of its student body. I would hope a Equity Fund would be more nuanced than a decile system.”*

Respondents also discussed the decile system, with 13 comments received about the problems associated with this system, and six comments about the advantages. Several respondents considered that the proposed equity index was just the decile system in disguise. One respondent commented, *“Equity index is just a name. Decile ratings were an equity index and look how they have been misused. Why do government departments and marketing people think all the problems with a system go away simply by changing the label on the front ... Metro magazines ranking of Auckland schools won't even blink...”*

Equity resourcing increased to 6% of total resourcing

There were 14 comments received about the proposal to increase the level of equity funding to six percent of total resourcing. A clear majority were in favour of this increase, and some suggested that it should be more than six percent of total resourcing, *“and needs to be increased to at least 10%.”*

Education resourcing overall

A number of respondents commented on the overall resourcing of education. The overall sentiment expressed suggested that without increasing the overall level of funding for education *“you will struggle for meaningful improvement.”* One respondent commented, *“If the equity index is increased to 6% of total funding, without actually increasing the total govt spending on education, then schools who are currently struggling who are deemed not to require as much equity funding, could end up worse off than they are already. Only 8% of principals think that they have enough money to run their schools.”*

Recommendation 25: Staffing entitlements and management resources should be reviewed

This recommendation relates to the review of the allocation of staffing entitlements and management resources to ensure alignment and coherence across primary and secondary schools. The survey included one question regarding this recommendation (shown in Figure 25 below).

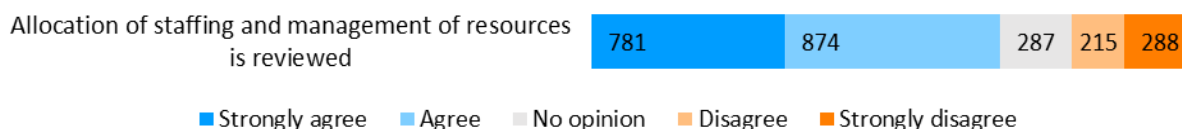


Figure 25.

Recommendation 25 question

Figure 25 shows the frequency of the 2,445 respondents' agreement and disagreement with Recommendation 25. There was a majority of agreement for this recommendation, with 67.7% of respondents agreeing with the review of staffing entitlements and management resources. Comparatively, there was 11.7% who expressed no opinion, and 20.6% of respondents who disagreed with the recommendation.

Differences in agreement

Auckland

As the table below shows, the Auckland cohort had lower levels of agreement and higher levels of disagreement in comparison to the non-Auckland cohort. There were differences of around 20.0 percentage points, such that non-Auckland respondents had higher degrees of agreement, and lower levels of disagreement than Auckland respondents. Non-Auckland respondents had a clear majority of agreement, 79.1%, whereas Auckland respondents had a marginal majority at 56.0%. Comparatively, there was 10.7% disagreement for non-Auckland respondents, and a 30.7% level of disagreement for Auckland respondents.

Auckland				Non-Auckland			
	Votes	Percentage	Aggregated agreement	Votes	Percentage	Aggregated agreement	Percentage point difference
<i>Review of staffing entitlements and management resourcing</i>							
Strongly agree	272	22.5%		509	41.2%		
Agree	406	33.6%	56.0%	468	37.9%	79.1%	23.1
No opinion	161	13.3%		126	10.2%		
Disagree	145	12.0%		70	5.7%		
Strongly disagree	226	18.7%	30.7%	62	5.0%	10.7%	20.0

Comments on the recommendation

There were 45 comments received about staffing entitlements and management resources across primary and secondary schooling. The most discussed issue was perceived disparities between the sectors, and whether these were justified.

Disparity between primary and secondary school staffing entitlements

There were 20 comments received about disparities between the staffing entitlements and management resources allocated to primary schools, and those allocated to secondary

schools. The general perception was that these allocations are currently more favourable to staff in secondary schools. One respondent commented, *“Secondary schools can offer teachers more units, can offer teacher aids more hours, can offer teachers more release time.”* Of the 20 comments received, 14 said this was inequitable, and many welcomed the suggestion that these allocations be reviewed. The following comment was fairly typical of these responses, *“Strongly agree that we need equity of allocation of staffing entitlements, units, release, salary across primary and secondary. We need pay parity back. We need equity.”*

However, 12 comments said that any disparity between allocations in primary and secondary schooling was justified. Some of the reasons given were:

- The complexity of preparing students for the National Certificate in Educational Achievement (NCEA).
- The difficulty of providing pastoral care for older students, with *“issues such as drugs, alcohol, truancy, etc which can soak up considerable time. It is incorrect to view Primary schools as having the same needs.”*
- The extra demands placed on secondary school management; *“Secondary schools also provide a much wider curricular and co-curricular programme. For example a secondary teacher has up to 150 students (compared to 30 for primary), therefore there must be extra layers of leadership to support students (pastoral, academic counselling). A primary school will most likely have 3 syndicates (junior, middle, senior) while secondary schools have faculties and departments. The consequence of this is that the curriculum is much more diverse and requires more leadership input.”*

Several respondents also discussed the different dynamics of having subject specific teachers/kaiako in secondary schools, as opposed to subject generalists in primary.

Student-teacher ratios

Several respondents were also concerned that a review of allocations could see higher student-teacher ratios introduced in secondary schools. One respondent suggested that primary school ratios should drop instead.

Recommendation 26: Education Hubs should work with principals to share best practice use of equity funding

This recommendation relates to Education Hubs working with principals/tumuaki who receive equity funding to identify and share best practice around the use of this funding. The survey included one question regarding this recommendation (shown in Figure 26 below).



Figure 26. Recommendation 26 question

Figure 26 shows the frequency of the 2,445 respondents' agreement and disagreement with Recommendation 26. There was a majority of agreement for this recommendation, with 59.0% of respondents agreeing with sharing best practice around equity resourcing. Comparatively, there was 13.0% who expressed no opinion, and 28.0% of respondents who disagreed with the recommendation.

Differences in agreement

Auckland

As the table below shows, the Auckland cohort had lower levels of agreement and higher levels of disagreement in comparison to the non-Auckland cohort. There were differences greater than 20.1 percentage points, such that non-Auckland respondents had higher degrees of agreement, and lower levels of disagreement than Auckland respondents. Non-Auckland respondents had a majority of agreement (69.7%), whereas Auckland respondents had no majority agreement or disagreement (48.0%). Comparatively, there was 16.6% disagreement for non-Auckland respondents, and a 39.6% level of disagreement for Auckland respondents.

Auckland				Non-Auckland			
	Votes	Percentage	Aggregated agreement	Votes	Percentage	Aggregated agreement	Percentage point difference
<i>School principals sharing best practice around equity funding</i>							
Strongly agree	210	17.4%		399	32.3%		
Agree	371	30.7%	48.0%	462	37.4%	69.7%	21.7
No opinion	150	12.4%		169	13.7%		
Disagree	186	15.4%		98	7.9%		
Strongly disagree	293	24.2%	39.6%	107	8.7%	16.6%	23.0

Comments on the recommendation

Little feedback was received about the proposal that Education Hubs would support best practice in the use of equity funding. Several respondents questioned what constituted best practice; *"Is it an 'accounting' approach or one that encourages broad and positive outcomes for students?"*

Several respondents said that principals/tumuaki already shared ideas around funding, and did not need Hubs to help facilitate this. One respondent commented, *"Is this currently happening via MoE? I anticipate that schools that want to information share could establish informal relationships for mentoring / information exchange if motivated."*

Recommendation 27: Education Hubs should carry out school network reviews

This recommendation relates to Education Hubs carrying out school network reviews to ensure smaller schools that are unable to deliver quality education services are merged with others, or closed, where this is a practical possibility. The survey included one question regarding this recommendation (shown in Figure 27 below).



Figure 27. Recommendation 27 question

Figure 27 shows the frequency of the 2,444 respondents' agreement and disagreement with Recommendation 27. There was no majority of agreement or disagreement for this recommendation, with 39.5% of respondents agreeing with Education Hubs carrying out school network reviews, and 45.7% of respondents who disagreed with the recommendation. Comparatively, there was 14.8% who expressed no opinion.

Differences in agreement

Auckland

As the table below shows, the Auckland cohort had lower levels of agreement and higher levels of disagreement in comparison to the non-Auckland cohort. However, in this question, these differences are 10.0 percentage points or lower, such that non-Auckland respondents had higher degrees of agreement, and lower levels of disagreement than Auckland respondents. There were no clear majorities of agreement or disagreement for either groups. Non-Auckland respondents had 44.5% agreement and 41.5% disagreement, whereas Auckland respondents had 34.5% agreement and 50.0% disagreement.

Auckland				Non-Auckland			
	Votes	Percentage	Aggregated agreement	Votes	Percentage	Aggregated agreement	Percentage point difference
<i>Education Hubs should carry out network reviews</i>							
Strongly agree	144	11.9%		209	16.9%		
Agree	273	22.6%	34.5%	340	27.5%	44.5%	10.0
No opinion	187	15.5%		174	14.1%		
Disagree	264	21.8%		260	21.1%		
Strongly disagree	341	28.2%	50.0%	252	20.4%	41.5%	8.5

State-integrated schooling

As the table below shows, those who indicated as being connected to a state-integrated school had lower levels of agreement in comparison to those not involved with state-integrated schooling. The percentage point differences between levels of agreement were below 10.0 percentage points, with no majority of agreement for either group. However, there was a majority of disagreement for those connected to state-integrated schooling (53.0%), compared to 44.5% of other respondents.

NOT GOVERNMENT POLICY

State-integrated schooling				Other schooling			
	Votes	Percentage	Aggregated agreement	Votes	Percentage	Aggregated agreement	Percentage point difference
<i>Education Hubs should carry out school network reviews</i>							
Strongly agree	38	10.9%		315	15.0%		
Agree	76	21.8%	32.7%	537	25.6%	40.7%	8.0
No opinion	50	14.3%		311	14.8%		
Disagree	83	23.8%		441	21.1%		
Strongly disagree	102	29.2%	53.0%	491	23.4%	44.5%	8.5

Comments on the recommendation

There were 295 comments received about the recommendation that Education Hubs carry out school network reviews, and possibly merge or close smaller schools that are unable to deliver quality education services. Most respondents who chose to comment on this recommendation discussed the prospect of school closures.

Merging or closing small schools

There were 207 comments received about merging or closing smaller schools. Of these, 170 comments were opposed to this happening, 10 were in support, and 27 expressed no clear preference.

There were a range of reasons given for keeping smaller schools open:

- The most common reason was that schools are a vital part of the community, and closing or merging them would be damaging to community wellbeing. One respondent commented, *“Closing small schools is extremely fraught - there are far more implications than just the education of the students. It can rip the heart out of a small community. In at least two cases I know of, the merging of two schools didn't take into account that the iwi/hapu involved had conflicts going back many generations and melding them together on one site was incredibly stressful for the whole community.”*
- Smaller schools are often based in rural areas, and some respondents felt their closure would also impact on rural infrastructure and industry. Concerns were raised, such as *“the government's policy on regional development will be handicapped if small schools are closed, because schools support the survival of rural communities.”*
- Some respondents were concerned about the increase in transport requirements if children attended schools distant from home. *“Children travelling by school bus for 45 minutes to an hour is a reality now for many rural students and the younger they are the harder it is.”*
- Some respondents said that smaller schools better support student wellbeing and educational outcomes than larger schools. One noted *“that Ernest Rutherford was a product of a small school.”*

Some respondents felt that the main motivation for closing schools was to save money. One respondent commented, *“Small local schools that cannot support themselves financial are symptomatic of small and decaying townships whose major or perhaps only industry has closed. If the town or the city suburb is dying or its residential demographic is changing then the supply of schooling resources should be managed to increase, change or close any school that no longer fits its local community. After all there is only a finite funding resource from central Government.”*

Several respondents questioned why smaller schools were being focused on, and whether larger schools that were unable to deliver quality education would also be closed. One respondent asked, *“What about larger schools that are not performing but smaller schools that are? Consider closing the larger school and dispersing students to those schools that are performing?”*

Support for smaller schools

There were 58 comments saying that schools unable to deliver quality education services should be supported to deliver better services, *“with resources to get them up to the required standards, not closed.”* One respondent commented, *“Students should have access to education regardless of where they live so schools should not be closed just based on underperformance. These schools should work closely with education Hubs to identify the issues and implement plans for improvement.”*

There were nine comments received about the potential to support smaller schools through online learning options, and several respondents suggested that smaller schools in a region could work together to share resources.

Education Hubs carry out school network reviews

There were 37 comments received about Education Hubs carrying out school network reviews. Of these, 23 comments broadly opposed this happening, seven supported and seven expressed no clear preference.

Some who opposed this said that Hubs were not the appropriate body to make decisions about school closures, and that this decision should instead be made by the community affected, *“a matter for the local community and not a technocrat. Christchurch has seen communities ripped apart, schools closed and merged with no consideration for the community. This must never happen again.”* Others said that central government should be responsible for these decisions, and was trying to avoid this responsibility by delegating to Hubs.

There were seven comments from respondents who considered that Education Hubs would have a conflict of interest if they were responsible for decisions on school closures. Several respondents were concerned that Hubs would be motivated to close the smaller schools in their cluster to save money, such as the following, *“I strongly disagree that crown entity education Hubs that have to ‘act as a successful [sic] going concern’ make decisions on the opening or closing of schools ... its like giving the keys of education castle to the Sheriff of Nottingham to be blunt.”*

General comments on Resourcing

There were a total of 101 comments that did not fit within the recommendations on resourcing. There were 31 comments that discussed the recommendations on resourcing as a whole. Other comments were received on topics related to resourcing, with the most common topics being different funding mechanisms (39), school buildings and classroom resources (21), and school donations (10).

The recommendations

There were 31 comments received that discussed the recommendations on resourcing as a whole. Of these, 11 were generally positive and 20 were generally negative.

There were 11 generally positive comments about the recommendations on resourcing. Most (9) gave little reason for this support, citing that they were *“good recommendations.”* One respondent said that currently, *“Principals fight for their own school job and not look at the big picture and what is best for students”*, and that the recommendations on resourcing would result in more collaboration.

There were 21 broadly negative comments about the recommendations on resourcing. Some (7) gave little reason for this opposition, while others (7) felt the changes would disadvantage individual schools and communities, in particular those that are *“high performing and well run.”* No clear theme was evident in the seven remaining comments.

One respondent commented, *“Resourcing is THE KEY area for all of the issues we are facing - I find it interesting that it is possibly the least emphasised area of your report. That is not to say that the other areas are not important, but all roads lead to resourcing/funding.”*

Funding mechanisms

The 39 comments about different funding mechanisms for education covered a range of topics.

There were five comments that called for tailored funding to account for differences between larger and smaller schools. Opinion differed on whether it was larger schools or smaller schools that needed more funding per student.

There were three comments in support of central funding for school support staff.

There were two comments that suggested school funding should be based on the size of the local student population. One respondent commented, *“Schools should be funded on the basis of the total roll in their catchment area, not on enrolled students. This would quickly end the existing, failed, competitive model. If the MOE is serious about creating true communities of learning, then poaching must stop.”*

There were two comments in support of a system where students are given a voucher that allows them to enrol at the school of their choice.

There were two comments that called for more funding coordinated at a national level. One respondent said, *“Funding should not happen at a local or regional level. Allowing low-level financial control results in significant overall waste in the system from duplication, loss of scaling, and ‘blindered’ spending where the same service/tool/whatever is purchased individually many times in different places. The proposed new system for managing these*

financial aspects is an improvement on current schemes, but it could go further.”

School buildings and classroom resources

There were 22 comments about school buildings and classroom resources. Of these, eight discussed school buildings, and how to best accommodate changes in the student population. One respondent said that larger schools should cap their enrolments, and another said population growth will require more schools to be built.

There were 13 comments about classroom resources, eight of which discussed information and digital technology. Respondents raised concerns about the cost and appropriate use of technology in the classroom, and the importance of maintaining up-to-date digital resources.

One respondent made the following suggestion: *“When I have taught overseas there have been resource centres where all schools within the area are able to access equipment eg: Microscopes etc. from a central location. It means that all schools would have access to the same equipment and every school doesn’t have to have their own supply of items that are not used all the time.”*

Another called for a stocktake of school playgrounds: *“High decile schools tend to have amazing playgrounds whereas many low decile schools do not. Promptly amend this so all children, irrespective of their school, have these facilities.”*

School donations

There were 10 comments about school donations. The majority said that donations enabled schools to provide a better education for students, although several respondents considered this inequitable. For greater detail around school donations, please see [“School donations” on pp.99.](#)

Other comments

Comments on a range of other topics were also received. There were five comments about the responsible management of school funding. One respondent commented, *“More oversight, and more reflective oversight, of resourcing is long overdue. Schools are about the only entity that does not have to share its accounts with the public on an annual basis. All charities and incorporated societies do, yet communities have no idea about the resourcing decisions of their local schools. They should know.”*

There were four comments demanding more resources for Māori education. One respondent commented, *“The need to resource Te Reo Maori options and Maori Education options that maintains a pathway from Kohanga to tertiary in maori medium is a major failure within the Ministry that needs addressing.”*

One respondent said that music education needed more support, *“Need specific funding for teaching music. Research shows all the benefits but schools can’t afford to employ the specialists. We need more music! It shouldn’t just be for the wealthy (like it currently is).”*

Key Issue 8: Central Education Agencies

There were a total of 2,396 respondents that chose to answer this section on Central Education Agencies. The following discussion provides analysis of:

- the number of respondents that agreed or disagreed to the given questions;
- comments relating to the recommendations; and
- general comments about the central education agencies which do not relate to any specific recommendations.

The Taskforce has made the following recommendations to address the issues identified in the Central Education Agencies:

<u>Recommendation 28</u>	The Ministry of Education should be reconfigured
<u>Recommendation 29</u>	Education Hubs should be established
<u>Recommendation 30</u>	An independent Education Evaluation Office should be created
<u>Recommendation 31</u>	The Teaching Council should be expanded
<u>Recommendation 32</u>	The Education Review Office and the New Zealand Qualifications Authority should be disestablished

For the complete recommendations, please see pp. 128 in *Our Schooling Futures: Stronger Together* | *Whiria Ngā Kura Tūātitini*.

Recommendation 28: The Ministry of Education should be reconfigured

This recommendation relates to the reconfiguration of the Ministry of Education, as well as included details around its functions and the units it would include. The survey included one question regarding this recommendation (shown in Figure 28 below).



Figure 28. Recommendation 28 question

Figure 28 shows the frequency of the 2,398 respondents' agreement and disagreement with Recommendation 28. There was a small majority of agreement for this recommendation, with 54.3% of respondents agreeing with reconfiguring the Ministry. Comparatively, there was 16.8% who expressed no opinion, and 28.9% of respondents who disagreed with the recommendation.

Differences in agreement

Auckland

As the table below shows, the Auckland cohort had lower levels of agreement and higher levels of disagreement in comparison to the non-Auckland cohort. There were differences between 10.1 – 20.0 percentage points, where non-Auckland respondents had higher degrees of agreement, and lower levels of disagreement than Auckland respondents. Non-Auckland respondents had a majority of agreement (63.4%), whereas Auckland respondents had no majority agreement or disagreement. Comparatively, there was 20.3% disagreement for non-Auckland respondents, and a 37.6% level of disagreement for Auckland respondents.

Auckland				Non-Auckland			
	Votes	Percentage	Aggregated agreement	Votes	Percentage	Aggregated agreement	Percentage point difference
<i>The Ministry should be reconfigured</i>							
Strongly agree	182	15.2%		314	26.2%		
Agree	361	30.1%	45.2%	445	37.2%	63.4%	18.2
No opinion	207	17.2%		195	16.3%		
Disagree	176	14.7%		116	9.7%		
Strongly disagree	275	22.9%	37.6%	127	10.6%	20.3%	17.3

Comments on the recommendation

There were 124 comments received about the recommendation that the Ministry of Education (the Ministry) be reconfigured. There were 31 comments received about the general proposal, and 33 comments about the units and functions that the reconfigured Ministry would include. Most remaining comments discussed the current structure and performance of the Ministry.

The Ministry of Education should be reconfigured

There were 31 comments received about the recommendation that the Ministry be reconfigured. Of these, 22 comments expressed support for the proposal, with some supportive of the new functions proposed for the Ministry, and some frustrated with its current performance. One respondent commented, *"Why is the MOE not already transparent, responsive, agile, and prepared to innovate on sound grounds? These words are easy to say."*

Some respondents said the new-look Ministry would be no different to the existing one, especially if the new-look Ministry retains current Ministry staff. One respondent questioned, *"Where and how would staffing come from if not from these established organisations?"*

Units and functions of the reconfigured Ministry

There were 33 comments about the units and functions to be included in the reconfigured Ministry. The Curriculum, Learning, Assessment and Pedagogy unit, and the Research unit, were the units most commonly discussed (nine comments in both), along with the collection of system wide performance data.

Curriculum, Learning, Assessment and Pedagogy unit

There were nine comments received about the proposed Curriculum, Learning, Assessment and Pedagogy unit. For more detail about this unit, please see ["Recommendation 17: A Curriculum, Learning, Assessment, and Pedagogy unit should be established in the Ministry of Education" on pp.133.](#)

Respondents were generally positive about this unit and felt it would provide important support to the education sector. Several asked whether this unit would undertake the functions of the New Zealand Qualifications Authority (NZQA). One respondent commented, *"Where would the functions of NZQA go? ... Would this work go into the 'Curriculum, Learning Assessment and pedagogy unit? If so would it not swamp that unit?"*

Several comments were received about the curriculum support currently offered by the Ministry. One respondent said the Ministry was *"dominated by legal, financial and resourcing, property and political issues"* and that *"curriculum matters are significantly absent."* Another considered the scope of the curriculum support was too narrow, *"There seems to be no officers at the Ministry of Education with responsibility for providing leadership, and a New Zealand-wide perspective, for the arts and other non-STEM curriculum areas. This vacuum at the Ministry effectively means that 'no-one is minding the store' for these subjects, nor keeping on top of issues and developments."*

Research unit

There were nine comments on the recommendation that the Ministry have a research unit to provide education research to the sector. Of these, five expressed support for the proposal, with several saying the unit *"is a great idea."*

Several respondents were opposed to the Ministry having a significant research function, and felt this work was better undertaken by other organisations like the NZCER and the universities. These organisations were more likely to *"undertake appropriate peer-reviewed research"*, according to one respondent. Another considered that research undertaken by the Ministry may be of lesser quality or politically influenced. One respondent commented that, *"Universities or the NZ Council for Educational research should be the only research*

practitioners in the game ... Universities need to be at the cutting edge and should not be cut out of the action by the TC or MOE, who serve the Minister - not schools."

Collection of system wide performance data

There were seven comments received about a reconfigured Ministry undertaking the collection of system wide performance data. Respondents expressed a range of opinion, including the following comment, *"The proposed reconfiguration of the MOE makes more sense than the current model. I would love to see a more comprehensive NMSSA, and publications arising from this that can support teachers in their practice. This will be a much more valid way of assessing the quality of our schooling system than a narrow focus on reading, writing and maths data."*

Several felt the collection of performance data was an important function of the education system that needed national coordination. *"I really agree that there isn't enough data at the moment"*, said one respondent who was *"encouraged that this may be collected centrally."*

Others opposed performance data on principle, and felt that measurement of educational outcomes was detrimental to learning and student wellbeing. One respondent expressed concern over *"the collection of system-wide performance data, especially if this is National Testing/National Standards data collection."*

Examinations business unit

There were six comments received about the proposed examinations unit. Respondents were unclear about what this unit would do.

Integrated policy functions

Little feedback was received on the recommendation that a reconfigured Ministry include integrated policy functions. One respondent said the Ministry *"will continue to dictate policy based on political agenda."* Another commented, *"One thing we have lost from the sector is the engagement of educational practitioners in policy making. Although some meetings I have attended have been 'consultation' they are unwieldy and lack historical as well as innovative educational knowledge."*

Advisory service

Little feedback was received on the recommendation that a reconfigured Ministry would include an associated advisory service employing curriculum and teaching experts.

For comments about curriculum advisers, please refer to "Education Hubs should employ curriculum advisors" on pp.140.

The current state of the Ministry of Education

There were 61 comments received about the current structure and performance of the Ministry of Education, of which 51 were negative in tone.

Some commented that the Ministry was too big and bureaucratic, *"A major bureaucratic monster, going from approx 900 pre 1989 to close to 3000 today."* Other comments said the Ministry was driven by political imperatives, and *"more responsive to the whims of political parties than to the needs of children, families, teachers and education services."*

Respondents also complained that staff at the Ministry were incompetent and lacked educational knowledge, and high turnover of Ministry staff made it hard to build relationships between the Ministry and the education sector. One respondent commented, *“The reorganisation of MOE should address factors such as appointing one consistent position to manage RTLit. We currently have one member to contact at the Ministry but this contact is changed every few months due to redeployment. There is no continuity for RTLit and no support for our work, working conditions, etc... There are 109 RTLit working without leadership from the MOE - that's not fair!”*

Recommendation 29: Education Hubs should be established

This recommendation relates to the establishment of Education Hubs, similar to Recommendation 2. The survey included one question regarding this recommendation (shown in Figure 29 below).

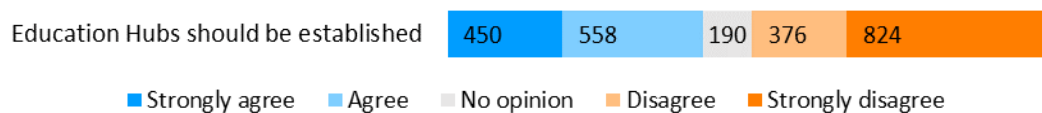


Figure 29. Recommendation 29 question

Figure 29 shows the frequency of the 2,398 respondents' agreement and disagreement with Recommendation 29. There was no majority of agreement for this recommendation, with 42.0% of respondents agreeing with creating Education Hubs. Comparatively, there were 50.0% of respondents who disagreed with the recommendation and 8.0% who expressed no opinion.

Differences in agreement

Auckland

As the table below shows, the Auckland cohort had lower levels of agreement and higher levels of disagreement in comparison to the non-Auckland cohort. There were differences greater than 20.1 percentage points, where non-Auckland respondents had higher degrees of agreement, and lower levels of disagreement than Auckland respondents. This gave non-Auckland respondents a small majority of agreement (55.0%), whereas Auckland respondents had a lower degree of agreement (29.1%). Comparatively, there was 36.8% disagreement for non-Auckland respondents, and a majority of disagreement for Auckland respondents (63.3%).

Auckland				Non-Auckland			
	Votes	Percentage	Aggregated agreement	Votes	Percentage	Aggregated agreement	Percentage point difference
<i>Education Hubs should be established</i>							
Strongly agree	149	12.4%		301	25.1%		
Agree	201	16.7%	29.1%	357	29.8%	55.0%	25.9
No opinion	91	7.6%		99	8.3%		
Disagree	198	16.5%		178	14.9%		
Strongly disagree	562	46.8%	63.3%	262	21.9%	36.8%	26.5

State-integrated schooling

As the table below shows, those who indicated as being connected to a state-integrated school had lower levels of agreement in comparison to those not involved with state-integrated schooling. The percentage point differences between levels of agreement were below 10.0 percentage points, with no majority of agreement for either group. However, there was a majority of disagreement for those connected to state-integrated schooling (56.0%), compared to the 49.0% of other respondents.

NOT GOVERNMENT POLICY

State-integrated schooling				Other schooling			
	Votes	Percentage	Aggregated agreement	Votes	Percentage	Aggregated agreement	Percentage point difference
<i>Education Hubs should be established</i>							
Strongly agree	58	16.2%		392	19.2%		
Agree	72	20.1%	36.2%	486	23.8%	43.1%	6.9
No opinion	28	7.8%		162	7.9%		
Disagree	52	14.5%		324	15.9%		
Strongly disagree	149	41.5%	56.0%	675	33.1%	49.0%	7.0

Comments on the recommendation

Many comments were received about this recommendation. These comments were generally similar to the comments about Recommendation 2: that local Education Hubs are established. For a summary of the feedback on both recommendations, please see [“Recommendation 2: Local Education Hubs should be established” on pp.37.](#)

Recommendation 30: An independent Education Evaluation Office should be established

This recommendation relates to the creation of an independent Education Evaluation Office and included details around its role and functions. The survey included one question regarding this recommendation (shown in Figure 30 below).



Figure 30. Recommendation 30 question

Figure 30 shows the frequency of the 2,398 respondents' agreement and disagreement with Recommendation 30. There was a small majority of agreement for this recommendation, with 53.8% of respondents agreeing with creating an Education Evaluation Office.

Comparatively, there was 13.0% who expressed no opinion, and 33.2% of respondents who disagreed with the recommendation.

Differences in agreement

Auckland

As the table below shows, the Auckland cohort had lower levels of agreement and higher levels of disagreement in comparison to the non-Auckland cohort. There were differences between 10.1 – 20.0 percentage points, where non-Auckland respondents had higher degrees of agreement, and lower levels of disagreement than Auckland respondents. This showed non-Auckland respondents' higher majority of agreement (63.8%), whereas Auckland respondents had no majority of agreement or disagreement, with agreement levels at 43.9%. Comparatively, there was 24.2% disagreement for non-Auckland respondents, and a majority of disagreement for Auckland respondents (42.1%).

Auckland				Non-Auckland			
	Votes	Percentage	Aggregated agreement	Votes	Percentage	Aggregated agreement	Percentage point difference
<i>An Education Evaluation Office should be established</i>							
Strongly agree	170	14.2%		326	27.2%		
Agree	357	29.7%	43.9%	438	36.6%	63.8%	19.9
No opinion	168	14.0%		143	11.9%		
Disagree	172	14.3%		136	11.4%		
Strongly disagree	334	27.8%	42.1%	154	12.9%	24.2%	17.9

Comments on the recommendation

There were 63 comments that related to the proposal to create an independent Education Evaluation Office (EEO). Of these, 40 discussed the proposed agency and the functions it would undertake. The remainder discussed education evaluation and performance more generally.

Education Evaluation Office to be created

There were 40 comments received about the creation of an EEO. Of these, seven broadly supported the proposed agency and eight opposed it, with the remainder not expressing a clear preference. Some respondents said the EEO would simply be a rebrand of the Education Review Office (ERO) and questioned *“what is the purpose and benefit of this change?”*

There were seven comments that discussed the independence of the EEO. Most considered it important that the EEO be independent, both from other education agencies and from political influence. One respondent commented, *“The Education Evaluation Office needs to be independent of political agendas. Although it reports to the Minister, a strong professional research base needs to unpin its actions and recommendations, rather than agendas.”*

There were five comments about staffing the EEO. Several respondents felt it important the EEO be staffed with experienced educators. Several also saw the potential for career progression if the agency were established, providing *“a viable ongoing career pathway for expert teachers.”*

Performance of the education system

Other respondents focused on the functions proposed for the EEO. There were eight comments received about the EEO reporting on the performance of the education system as a whole. Although no clear theme emerged from these comments, several respondents questioned how the performance of the education system would be evaluated. One respondent commented, *“The proposed “Education Evaluation Office” does not actually assess children’s education; it is difficult to see in this model who actually ensures that children reach a minimum standard of competency in key areas. This proposed office is more focused upon the educational bureaucracy than upon students; surely their learning is the key goal of any education system?”*

Performance of the Ministry of Education

There were six comments received about the EEO reviewing the Ministry of Education. Most were supportive of the EEO having this function, commenting that *“the independent education evaluation group is a good idea.”*

One respondent felt this function should be the responsibility of the State Services Commission instead, *“The State Services Commission is responsible for monitoring and reporting on performance of government departments. This must continue - dont want a different system for education.”*

Performance of Education Hubs

There were 12 comments received about the EEO reviewing Education Hubs, with four in favour, three opposed and five expressing no clear preference. Several respondents considered it important that an independent agency review Hubs. There were concerns that *“by disestablishing ERO there is the risk that the Hubs become both the provider of the services and the evaluator of those services. Role clarification is essential. The Evaluation Office would help address that.”*

There were two respondents who felt the Hubs should do their own internal evaluations, *“The proposed Education Evaluation Office seems like an unnecessary extra layer of bureaucracy. Surely the Ed Hubs would have the capacity to do their own internal evaluation/self-review and report on it.”*

Individual school reviews

There were 10 comments received about the EEO not reviewing individual schools. Seven respondents said schools should be reviewed by the EEO, or a similar central agency. There were several reasons given in support of this, including:

- Greater objectivity; *“I think the school management role of the Hubs should be separate to the school evaluation role so therefore the EEO should review Hubs and schools.”*
- Greater consistency; *“Anything devolving to regional bodies such as reviews of schools will then show inconsistency across regions making it hard for parents to really know how a school is doing. Any review of schools should be from a national body.”*
- Concern that schools would not be evaluated at all; *“It is somewhat bizzarre to propose that individual schools should not be reviewed by a state agency...why on earth would SCHOOLS not be reviewed?”*

Recommendation 31: The Teaching Council should be expanded

This recommendation relates to the Teaching Council being expanded. The survey included one question regarding this recommendation (shown in Figure 31 below).

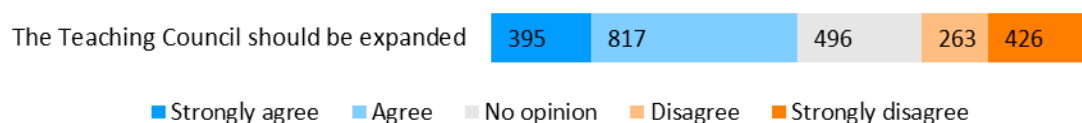


Figure 31. Recommendation 31 question

Figure 31 shows the frequency of the 2,397 respondents' agreement and disagreement with Recommendation 31. There was a small majority of agreement for this recommendation, with 50.6% of respondents agreeing with expanding the Teaching Council. Comparatively, there was 20.7% who expressed no opinion, and 28.7% of respondents who disagreed with the recommendation.

Differences in agreement

Auckland

As the table below shows, the Auckland cohort had lower levels of agreement and higher levels of disagreement in comparison to the non-Auckland cohort. There were differences between 10.1 – 20.0 percentage points, such that non-Auckland respondents had higher degrees of agreement, and lower levels of disagreement than Auckland respondents. Non-Auckland respondents' had a majority of agreement (59.5%), whereas Auckland respondents had no majority of agreement or disagreement, with agreement levels at 41.6%. Comparatively, there was 21.7% disagreement for non-Auckland respondents, and a majority of disagreement for Auckland respondents (35.8%).

Auckland				Non-Auckland			
	Votes	Percentage	Aggregated agreement	Votes	Percentage	Aggregated agreement	Percentage point difference
<i>The Teaching Council should be expanded</i>							
Strongly agree	149	12.4%		246	20.6%		
Agree	351	29.2%	41.6%	466	39.0%	59.5%	17.9
No opinion	271	22.6%		225	18.8%		
Disagree	144	12.0%		119	9.9%		
Strongly disagree	286	23.8%	35.8%	140	11.7%	21.7%	14.1

State-integrated schooling

Those who indicated as being connected to a state-integrated school had lower levels of agreement in comparison to those not involved with state-integrated schooling. The percentage point differences were marginal (1.5 – 4.0 percentage points), however there was a majority of agreement for those not involved in state-integrated schooling (50.8%), compared to the 49.3% of those connected to state-integrated schooling. There were no majorities of disagreement for either group.

Comments on the recommendation

There were 23 comments received about the recommendation to expand the Teaching Council. Of these, only two comments supported this happening, with 15 comments opposed and six that expressed no clear preference.

Most comments received about the Teaching Council were negative in nature and discussed problems with the organisation. Some respondents suggested expanding the Teaching Council would magnify any problems associated with it. One respondent commented, *“The teachers council are ineffective now. Expanding useless is perpetuating this problem.”*

Several respondents expressed the view that recent changes to the structure of the Teaching Council may be beneficial.

Role of the Teaching Council

There were eight comments received about the role of the Teaching Council. Several respondents considered the recommendation would overload the council, *“giving it tasks that the government should be doing.”*

Several respondents discussed the role of the council in relation to teacher/kaiako appraisal. One commented, *“The teacher’s council should not have their role expanded. Expanding them simply results in more compliance work for teachers and schools as we have to provide evidence of how good we are - all of which takes away from actually doing a good job in favour of appearing to do a good job.”*

Resourcing the Teaching Council

There were eight comments received about registration fees at the Teaching Council. Several questioned whether an expanded council would charge higher fees, and felt the government should provide more funding *“for an increased Teaching Council as teachers alone cannot fund what is needed.”*

Recommendation 32: The Education Review Office and the New Zealand Qualifications Authority should be disestablished

This recommendation relates to the disestablishment of the Education Review Office (ERO) and the New Zealand Qualifications Authority (NZQA). The survey included two questions regarding this recommendation (shown in Figure 32 below).

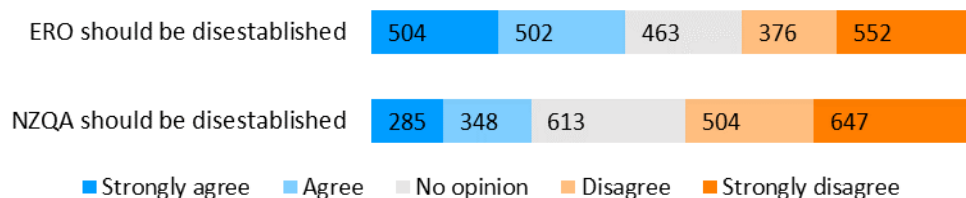


Figure 32. Recommendation 32 question

Figure 32 shows the frequency of the 2,397 respondents' agreement and disagreement with Recommendation 32.

ERO

There was no majority of agreement or disagreement for this recommendation, with 42.0% of respondents agreeing with disestablishing ERO, and 38.7% of respondents disagreeing. Further, there were 19.3% of respondents who expressed no opinion.

NZQA

Similarly, there was no majority of agreement or disagreement for this recommendation, with a smaller proportion of respondents agreeing with disestablishing NZQA (26.4%), and a higher proportion of respondents disagreeing (48.0%). There were also 25.6% of respondents who expressed no opinion.

Differences in agreement

Auckland

As the table below shows, the Auckland cohort had lower levels of agreement and higher levels of disagreement in comparison to the non-Auckland cohort. There were differences of greater than 20.1 percentage points for the question regarding the disestablishment of ERO, and between 10.1 – 20.0 percentage points for the question regarding the disestablishment of NZQA.

ERO

The 25.6 percentage point difference showed non-Auckland respondents' small majority of agreement (54.8%), whereas Auckland respondents did not have a majority of agreement at 29.2%. Comparatively, there was 26.9% disagreement for non-Auckland respondents, and a small majority of disagreement for Auckland respondents (50.5%).

NZQA

This question had a smaller percentage point difference than the previous question. For both groups, there was no majority of agreement, for non-Auckland respondents (33.5%), and a smaller degree of agreement for Auckland respondents (19.3%). Comparatively, there was

39.1% disagreement for non-Auckland respondents, and a small majority of disagreement for Auckland respondents (56.9%).

Auckland				Non-Auckland			
	Votes	Percentage	Aggregated agreement	Votes	Percentage	Aggregated agreement	Percentage point difference
<i>ERO should be disestablished</i>							
Strongly agree	166	13.8%		338	28.3%		
Agree	185	15.4%	29.2%	317	26.5%	54.8%	25.6
No opinion	244	20.3%		219	18.3%		
Disagree	224	18.7%		152	12.7%		
Strongly disagree	382	31.8%	50.5%	170	14.2%	26.9%	23.6
<i>NZQA should be disestablished</i>							
Strongly agree	105	8.7%		180	15.1%		
Agree	127	10.6%	19.3%	221	18.5%	33.5%	14.2
No opinion	286	23.8%		327	27.3%		
Disagree	260	21.6%		244	20.4%		
Strongly disagree	423	35.2%	56.9%	224	18.7%	39.1%	17.8

State-integrated schooling

Those who indicated as being connected to a state-integrated school had lower levels of agreement in comparison to those not involved with state-integrated schooling. The percentage point differences between levels of agreement were below 10.0 percentage points, with no majority of agreement for either group. However, there was a majority of disagreement for those connected to state-integrated schooling (51.5%), compared to the 47.4% of other respondents.

Comments on the recommendation

There were 336 comments related to the recommendation to disestablish the Education Review Office (ERO) and the New Zealand Qualifications Authority (NZQA). Feedback was received on the disestablishment of each agency, and the disestablishment of both. Many respondents also discussed the functions and performance of ERO and NZQA in their current form.

ERO to be disestablished

There were 56 comments received about the recommendation to disestablish ERO. Of these, 31 were opposed to the proposal, 17 were in support and eight expressed no clear preference. One respondent commented, *“The disestablishment of ERO seems to be a step backwards. There have been years of resourcing put into developing better understanding between ERO and KKM and I imagine ERO and schools generally. We're finally in a space where the ERO process resonates better for KKM - still tweaks needed but a much healthier progressive relationship.”*

The most common reasons given by those opposed to the recommendation were:

- The disruption and cost of disestablishing ERO (mentioned in 18 comments). The overall sentiment of these comments was that *“ERO is working well at present, and it will cost an awful lot of money to restructure the system. If it isn't broken, don't fix it!”*
- Concern that individual school reviews may be discontinued (mentioned in 18 comments). One respondent commented that *“ERO are infinitely more valuable for*

parents and communities in assessing individual school performance instead of it being obfuscated through the proposed 'education Hub' layer."

- Preference for an independent education evaluation agency, (mentioned in 13 comments).

The most common reasons given by those in support of the recommendation were:

- Dissatisfaction with the current performance of ERO (mentioned in 14 comments).
- Dissatisfaction with the current school review process (mentioned in five comments). One respondent commented that *"ERO's responsibility for reviewing schools is completely ineffective and needs to be immediately disestablished [sic]."*

ERO's current performance

There were 47 comments received about the current performance of ERO. Of these, 26 respondents were generally positive about the agency, *"very thorough and professional,"* and 21 respondents were negative, *"Thank God we might finally be rid of ERO, a group composed of mainly failed School Principals and aspirants with enhanced University Qualification to inflate their egos!!"*

There were a further 41 comments received about the value of the school evaluations undertaken by ERO. Of these, 20 comments said these evaluations were useful and 21 said they were not.

Independence and impartiality

There were 23 comments received about the principles of independence and impartiality in relation to ERO. Some respondents felt that if ERO was disestablished, the independence and impartiality of education evaluations may be compromised. One respondent commented, *"ERO staff come in not knowing the school so they ask the hard questions to ensure they understand the situation. If the Hub has a very close relationship, or a personality clash, with a school will a review be impartial?"*

ERO and early childhood education

Several respondents questioned who would evaluate providers of early childhood education (ECE) if ERO was disestablished. One respondent raised a concern that *"without the education review office who will be overseeing the quality and care of ECE children, the most vulnerable in our education system. Many centres are profit driven and have poor leadership. These leaders are often the owners and can have little oversight from BoTs etc."*

NZQA should be disestablished

There were 82 comments received about the recommendation to disestablish NZQA. Of these, 59 were opposed to the proposal, seven were in support and 16 expressed no clear preference.

The most common reasons given by those opposed to the recommendation were:

- The disruption and cost of disestablishing NZQA (mentioned in 17 comments). One respondent commented, *"After 15 years NZQA is beginning to work and the benefits are flowing through. It makes no sense (unless it is simply political) to disestablish this body."*

- Preference for a stand-alone qualifications agency (mentioned in 14 comments). One respondent commented, *“I am quite unsure how well the specialised work of the NZQA could be reassigned to other agencies.”*
- Concern around the impact on international education.
- Concern that cohesion between secondary and tertiary qualifications would be compromised (mentioned in 12 comments).

Several respondents also expressed concern that if responsibility for qualifications were given to the Ministry, there may be a *“conflict of interest, reviewing and establishing curriculum standards.”*

The most common reason given by those in support of the recommendation was dissatisfaction with the current performance of NZQA.

NZQA’s current performance

There were 20 comments received about the current performance of NZQA. Of these, 15 respondents were generally positive about the agency, and five were negative. One respondent commented, *“My one big concern in this review is the closing down of NZQA. NZQA does an excellent job, monitoring the effectiveness of so many private education institutions across the country. Too many institutions have offered dubious courses for too long, and NZQA need to stay to ensure high educational standards at all times. I urge you to keep NZQA in place!”*

There were a further 32 comments received about the value of the New Zealand Qualifications Framework (NZQF) and the National Certificate of Educational Achievement (NCEA). Of these, 20 respondents felt these qualification frameworks were useful and 12 felt they were not.

Qualifications and academic standards

There were 23 comments received about consistency of qualifications and academic standards in relation to NZQA. The majority of these respondents valued consistency in qualifications and standards and were concerned these would be compromised if NZQA was disestablished. Respondents felt these functions of NZQA may be diluted or ‘lost’ if amalgamated into the Ministry. *“Assessment/qualifications is very complex and the danger is the current structure will be dispersed into ineffectiveness, losing its breadth and comprehensiveness.”*

However, several respondents felt that responsibility for curriculum, standards and assessment belonged together. One respondent made this comment, *“It makes great sense to put curriculum and assessment development and implementation together; the separation has been a serious impediment to ensuring our NZC is implemented as intended; also there have been few ways to learn from assessment (in primary and secondary) and modify the curriculum accordingly.”*

NZQA and international education

There were 18 comments received about NZQA in the context of international education. Of these, 15 comments came from respondents concerned that if NZQA was disestablished, recognition of New Zealand qualifications internationally may be compromised. One respondent commented, *“The abolition of NZQA will make New Zealand’s educational qualifications meaningless on the world stage; if there is not a single body that specifies the standard then how will the international community be able to meaningfully interpret*

outcomes.”

Several respondents also questioned who would evaluate the compatibility of overseas qualifications held by migrants if NZQA was disestablished: *“Not sure about disestablishing NZQA. Who would be responsible for recognition of NZ qualifications overseas - a vital role in the visibility and credibility of our qualifications? Who would assess the qualifications of potential migrants? What about oversight of the Education (Pastoral Care of International Students) Code of Practice 2016? Another NZQA role.”*

NZQA and tertiary education

There were 12 comments received about the impact of disestablishing NZQA on the tertiary sector and the workforce.

Several respondents saw value in having one agency monitoring qualifications across both secondary and tertiary education. One respondent commented that *“the integration of school and post-school quals is a strength of the current system.”*

Several respondents questioned whether employers would still recognise and value qualifications if NZQA was disestablished. *“NZQA has scope well beyond schools, e.g. setting vocational levels and assessing performance of post school diplomas and degrees. Employers want standards and transparency, not dunning [sic] down standards to levels of non performers.”*

ERO and NZQA should be disestablished

There were 85 comments received about the recommendation that both ERO and NZQA be disestablished. Of these, 59 were opposed to the recommendation, 10 were in support and 16 expressed no clear preference. The following was fairly typical of these responses. *“The devolving of ERO's and NZQA functions across three different organisations looks messy and needs much more clarification and thought as to how it would look in practice.”*

The most common reasons given by those opposed to the recommendation were:

- The disruption and cost of disestablishing the agencies (mentioned in 36 comments). One respondent commented, *“NZQA and ERO work just fine. If your review thinks they don't, then fix what's there, don't just throw money at creating an entirely new system for no good reason at all.”*
- Preference that education evaluation and assessment be undertaken by independent agencies (mentioned in nine comments) including, *“What I enjoy about ERO and NZQA are they are independent and it keeps the standard the same over the whole country.”*

The most common reason given by those in support was that disestablishing ERO and NZQA would simplify education administration. This reason was mentioned five times. One respondent commented that, *“the lack of coherence between NZQA, ERO and MOE has long created anxiety for teachers as they struggle to meet mixed messages from the various stakeholders. Strongly support a new approach.”*

Cost of disestablishment

Around half of the 59 respondents opposed to the disestablishment of ERO and NZQA were concerned about the cost of restructure, or felt the proposed restructures would merely reshuffle existing staff and functions without fundamental change. Respondents felt that, *“ERO has been working fine. NZQA is now well established. You are looking at disbanding*

existing agencies, but are not putting in place anything that sounds any different. This sounds like a huge amount of tax payer funds spent on not fixing the actual issue."

Independence and accountability

There were 17 comments received about the principles of independence and accountability in relation to both ERO and NZQA. Some respondents were concerned that these principles would be compromised if ERO and NZQA were disestablished. One respondent commented, *"NZQA and ERO are both independent organisations which serve different purposes but hold schools and Boards of Trustees accountable. The proposed disestablishment of these 2 organisations will remove the independence of our national assessment system which is fundamental and critical to the credibility of the qualification system. A regular independent review of each school must occur and this should not be the role of the proposed 'Hub' which by definition must have a conflict of interest based on how it is proposed. This worries me - at the moment ERO, MOE and NZQA provide checks and balances between the 3 organisations."*

However, several respondents thought that amalgamation would prevent responsibility for issues being avoided, *"passed around between departments without ever being able to hold any single department liable for any shortcomings."*

General Comments on Central Education Agencies

There were 273 general comments that did not fit into other themes in this section on the central education agencies. There were four themes that emerged; the recommendations on agencies in the education system (114), generally disagree with the recommendation (89), generally support the recommendation (18), and agencies and their roles and functions (52).

The recommendations

There were 114 general comments made around the recommendations within this key issue. A number of different ideas and sub-themes emerged from respondents' comments: staffing (27); measurement and data (9); culture and behaviour (3); and remaining comments (75). There were a number of ideas that also duplicated ideas raised in other themes, see "General Comments" on pp.56 for more detail.

Staffing

There were 27 comments that related to staffing within the education system. There was a common suggestion that *"the central agencies responsible for curriculum should be made up of highly competent teaching staff seconded from their respective schools."* It was often assumed that staff working within central education agencies sometimes lacked the knowledge and experience (both within and outside of education, as well as being connected to local schools), which led to policies or reforms that were not *"always feasible in the real world."* These comments contained many similar ideas to those included in "Education Hubs: Staffing, resourcing and support services", please see pp.57 for more details.

Measurement and data

There were nine comments that related to data and measurement. Four of these supported the collection of student achievement data, and felt there needed to be some form of national standard. However, there were several comments that were concerned that *"the more the focus falls on defining specific learning goals, the less holistic the approach (teaching to the test)."* One respondent commented on the methods of data collection, suggesting that it would lack the *"human dimension."*

Culture and behaviour

Three comments spoke about the culture and behaviour within the system. These respondents believed that successful implementation would require a *"change in attitude within agencies that is much less bureaucratic, more service focussed, and more open to other options i.e. to be prepared to work in partnership with others who have expert knowledge and experience in the system."* One respondent asked, *"What will make them behave differently?"*

Remaining comments

There were a further 75 comments that were raised, but did not necessarily delve into greater detail, including:

- The system moving toward a high trust model and to *"let the profession manage itself."* (6).
- The Teaching Council (4). Two respondents held negative views of the Teaching Council, with one suggesting the New Zealand Educational Institute Te Riu Roa or the Post

Primary Teachers' Association would be more appropriate to go to for teachers' views. One respondent suggested having two units within the Teaching Council, for professional learning and development and another for disciplinary matters.

- More detail around the role of the New Zealand School Trustees Association (NZSTA) (3).
- The Ministry of Education in its current form is unable to take on the functions proposed as *“new ways of operating within the Ministry”* would be required. However, there was agreement that some functions would sit together, i.e. curriculum and assessment (3).
- Reforms are needed to benefit student wellbeing (2).
- There should be complaints and advocacy services for parents, with easy access and availability taken into consideration (2).
- Ensuring that early childhood education is considered and included in the reform process (1).
- All Education Hub services should be available at school request, rather than being imposed on them (1).
- Ensuring that there is communication and coherence across education agencies, and other governmental agencies such as health and social development (1).

There were 43 comments that spanned a range of ideas that have been raised in other key issues (please see [“General feedback on the recommendations”](#) at pp. 23 for more detail):

- The high cost of the reforms (30) and increased bureaucracy (22).
- Preference for retaining the current system, that *“there are many good ideas in this report, however they would be better addressed as enhancements to the existing system and structure rather than throwing out everything and starting again.”* (22).
- Ensuring implementation of reforms are phased as *“change has often been too frequent and too poorly planned across our schools.”* (9).
- The reforms will not have any effect on the issues identified or increase equity and excellence for learners/ākonga (9). One respondent commented, *“Advocate for Education changes successful for the learners. It needs people who will go to the grass roots for feedback and research.”*
- The Report lacked detail (7), and there was not enough evidence to provide a compelling case for change (5), *“The end points of these recommendations may be the right ones but I’m not convinced the review panel has a strong evidence basis for the breadth of its recommendations.”*
- Ensuring that education is not politically influenced, and that is not treated as a political football during election cycles (7).
- Accountability within the system (4). Two respondents supported more oversight in the system, while another respondent cited that the proposals *“destroy any accountability to parents.”* One respondent commented, *“However the key agencies develop we need to have them actively collaborating and inquiring together into the performance of our education system. The system needs to be accountable both for the resourcing and for the outcomes for all children and young people – accountability needs to be all levels of the system. At the moment the accountability goes one way – towards the Ministry of Education. It is very rare for schools and educators to be accountable to their communities.”*
- Ensuring that there was coherency and consistency with other reviews that are currently being conducted (2).

Generally disagree with recommendation

There were a total of 89 comments that disagreed with the recommendation to address the central education agencies for a number of reasons.

There were 24 comments that generally disagreed. The majority of these comments did not give reasons behind their disagreement. Some respondents disagreed because they mentioned the proposals as *“throwing the baby out with the bathwater,”* and felt that there were parts of the system that were working well currently. Others expressed their agreement with the ideas or sentiment behind the proposals, however disagreed with Education Hubs, as *“most, if not all...of the recommendations could equally stand other models [sic].”*

A further 13 comments disagreed with the proposals because they expressed the view that *“changing things around with the same people, the same philosophy”* is akin to moving around deckchairs. Respondents felt that this would not result in real change, instead incurring a large amount of expense for little benefit.

The majority of comments (52) disagreed with the proposals due to the cost, increased bureaucracy, and expressed preference for the current system. This was raised earlier in the previous section under “Remaining comments” as it duplicates sentiment that has been expressed in previous key issues.

Generally support the recommendation

There were 18 comments that broadly supported the recommendations given to address the central education agencies. Respondents generally did not give substantive feedback to support their positions. However some expressed support because of the opportunity for agencies (both within education, and across sectors such as health and social development) to increase equity and inclusion in the education system.

The education system agencies and their roles and functions

There were 52 number of comments that related to the agencies, roles and functions within the education system.

Agencies

The disestablishment of some agencies and the creation of others raised a number of comments (25).

Of those that were positive, respondents suggested this would lead to better alignment across the system *“to ensure that we are all pulling together in the same direction as opposed to the competing agendas that are currently working against our education system.”* Respondents generally felt that the current agencies did not communicate well enough, leading to an unresponsive system. It appeared that the same jobs seemed to be carried out by different bodies. One respondent commented, *“The consolidation of the education agencies would create increased ownership and alignment for education. There are a large number of agencies that must impact transparency, agility and responsiveness.”*

Other respondents opposed the structural changes, largely due to the cost and time that it would take to transition these agencies for not enough gain. Respondents frequently commented on the idea of *“change for the sake of it,”* and did not believe that this would lead to better achievement outcomes for learners/ākonga.

A small number of respondents also raised the concern that *“creation of new institutions brings the loss of efficiency and institutional knowledge.”*

Roles and functions

There were 26 comments that related to the roles and functions within the education system and their assignment to different agencies. Some respondents generally stated that *“it is essential that it becomes clear what each of the new agencies are responsible for and that there is clear communication between each of the new agencies, so that information, processes and solutions are consistent and understood by all.”*

Other respondents spoke about particular functions, including qualifications and assessment (10), and school evaluation (6).

Respondents did not understand how the distribution of NZQA's functions would work in practice, including administering the qualifications framework and issuance of qualifications. A further two comments suggested removing NCEA Level 1. The remaining respondent suggested that *“all students should have their exam fees paid from a Government fund if financial circumstances mean they would otherwise miss out.”*

There were also a small number of respondents who supported bringing curriculum and assessment together. Respondents mentioned a conflict of interest when consolidating functions into a smaller number of agencies. In particular, noting the potential conflicts of interest between establishing the curriculum and setting achievement standards.

A further six comments related to school evaluation. Respondents expressed the view that *“all schools should continue to receive a review,”* rather than only using a sample of schools for appraisal. These visits could be conducted more frequently and with less notice. Two comments felt that Hubs were not the right body to be responsible for school evaluation. One respondent suggested *“an independent group”* to ensure consistency across schools, while the other respondent suggested school appraisal at the Kāhui Ako level, or a collaborative group of schools to build a supportive, self-improving environment.

One respondent commented on the board of trustees' responsibilities stating, *“The proposal seems to gather in some power/governance function that has sat with schools and also seems to distribute some centrally held decision making. Any change would need to ensure that the policy framework is not too permissive. We want to encourage local/community variation but not so much that inequality in outcome is perpetuated in a different way.”*

Annex 1

This table shows the difference in agreement and disagreement for Auckland and non-Auckland respondents for Recommendation 2: Local Education Hubs should be established.

Auckland				Non-Auckland			
	Votes	Percentage	Aggregated agreement	Votes	Percentage	Aggregated agreement	Percentage point difference
<i>Education Hubs should be established</i>							
Strongly agree	158	10.5%		282	19.9%		
Agree	202	13.4%	23.8%	389	27.5%	47.4%	23.6
No opinion	87	5.8%		124	8.8%		
Disagree	202	13.4%		238	16.8%		
Strongly disagree	861	57.0%	70.4%	384	27.1%	43.9%	26.5
<i>Education Hubs should assume the legal responsibilities currently held by boards</i>							
Strongly agree	159	10.5%		323	22.8%		
Agree	193	12.8%	23.3%	346	24.4%	47.2%	23.9
No opinion	41	2.7%		59	4.2%		
Disagree	230	15.2%		262	18.5%		
Strongly disagree	887	58.7%	74.0%	427	30.1%	48.6%	25.4
<i>Operational grants, staffing entitlements, and teacher appointment should be delegated to principals</i>							
Strongly agree	328	21.7%		467	33.0%		
Agree	453	30.0%	51.7%	524	37.0%	69.9%	18.2
No opinion	113	7.5%		78	5.5%		
Disagree	192	12.7%		175	12.4%		
Strongly disagree	424	28.1%	40.8%	173	12.2%	24.6%	16.2
<i>School boards should provide up to half of the appointment panel for principal appointment</i>							
Strongly agree	236	15.6%		400	28.2%		
Agree	492	32.6%	48.2%	563	39.7%	68.0%	19.8
No opinion	153	10.1%		100	7.1%		
Disagree	222	14.7%		170	12.0%		
Strongly disagree	407	27.0%	41.7%	184	13.0%	25.0%	16.7
<i>Education Hubs taking procurement, property maintenance and accounting if desired by the school</i>							
Strongly agree	205	13.6%		395	27.9%		
Agree	357	23.6%	37.2%	487	34.4%	62.2%	25.0
No opinion	102	6.8%		104	7.3%		
Disagree	231	15.3%		202	14.3%		
Strongly disagree	615	40.7%	56.0%	229	16.2%	30.4%	25.6
<i>Property and 5YA property funding should be delegated to schools if appropriate</i>							
Strongly agree	197	13.0%		278	19.6%		
Agree	503	33.3%	46.4%	606	42.8%	62.4%	16.0
No opinion	289	19.1%		249	17.6%		
Disagree	174	11.5%		164	11.6%		
Strongly disagree	347	23.0%	34.5%	120	8.5%	20.0%	14.5
<i>Education Hubs should establish a Teaching and Learning unit, and a Business Support Services unit</i>							
Strongly agree	204	13.5%		402	28.4%		
Agree	358	23.7%	37.2%	510	36.0%	64.4%	27.2
No opinion	142	9.4%		111	7.8%		
Disagree	271	17.9%		185	13.1%		
Strongly disagree	535	35.4%	53.4%	209	14.7%	27.8%	25.6
<i>Principals should be appointed on five year contracts</i>							
Strongly agree	156	10.3%		258	18.3%		
Agree	204	13.5%	23.8%	381	27.0%	45.4%	21.6

NOT GOVERNMENT POLICY

No opinion	90	6.0%		99	7.0%		
Disagree	277	18.3%		269	19.1%		
Strongly disagree	783	51.9%	70.2%	402	28.5%	47.6%	22.6
<i>Education Hubs should work with schools and other principals to ensure students are treated fairly in cases of school suspensions</i>							
Strongly agree	201	13.3%		363	25.8%		
Agree	369	24.4%	37.7%	485	34.4%	60.2%	22.5
No opinion	160	10.6%		96	6.8%		
Disagree	232	15.4%	51.7%	196	13.9%		
Strongly disagree	549	36.3%		269	19.1%	33.0%	18.7
<i>Education Hubs should provide advocacy and complaints services for students and parents</i>							
Strongly agree	203	13.4%		359	25.5%		
Agree	390	25.8%	39.3%	464	32.9%	58.4%	19.1
No opinion	214	14.2%		139	9.9%		
Disagree	237	15.7%		221	15.7%		
Strongly disagree	466	30.9%	46.6%	226	16.0%	31.7%	14.9
<i>Education Hubs should monitor, support and report on schools and make the information available to parents</i>							
Strongly agree	187	12.4%		346	24.6%		
Agree	308	20.4%	32.8%	450	31.9%	56.5%	23.7
No opinion	171	11.3%		163	11.6%		
Disagree	271	17.9%		190	13.5%		
Strongly disagree	573	37.9%	55.9%	260	18.5%	31.9%	24.0