

Annex One: Tomorrow’s Schools Taskforce – Final Report Recommendations and Action Points

As discussed on Monday, we have classified the action points using the following criteria.

Endorse	We agree with the Taskforce’s proposal as it reaffirms existing practice and no further action is required.
Endorse through work underway	The intent of the Taskforce’s proposal is already being progressed through an existing work programme.
Agree with the intent and consider further alongside alternative options	We agree with the problem definition and objectives that the Taskforce has identified and their proposal appears to have merit, but needs to be either more fleshed out and/or considered alongside a range of alternative options as part of either an existing work programme, or through the establishment of a new work programme. We would also like you to indicate if there any aspects of this proposal that you don’t want to progress.
Agree to progress further	We recommend progressing this proposal further, subject to final design decisions, because there are clear benefits and/or it is relatively cost-effective to implement. This may include an interim step of requesting officials to report back to the Minister with further detail including, in some instances, other feasible approaches.
Missing and/or does not go far enough	We do not think that the proposal goes far enough, or is missing as it’s currently proposed.
Do not progress further (as currently proposed)	We advise against progressing the proposal at this time on the basis that it: <ul style="list-style-type: none">• Conflicts with principles of law (e.g. natural justice and human rights), and/or Te Tiriti o Waitangi• Is likely to create a significant function gap in the system• Is unlikely to be feasible (regardless of resources)• Is likely to have significant unintended consequences; and/or• Duplicates existing settings

RECOMMENDATION 1 - SUPPORTING BOARDS OF TRUSTEES	
<p>That boards of trustees:</p> <ul style="list-style-type: none">• Are provided with more professional support and oversight, through the appointment of a Leadership Advisor to the board, mandated training, a national code of conduct, and timely interventions to address any problems;• Are more representative of their communities, and work more collaboratively across the network of schools/kura, so that they can better spread good practice; and• No longer have major responsibility for capital property projects or enrolment scheme development and consultation.	<p>We agree with the intent of the recommendation, but consider that further work is required to ensure the response is workable, builds trust and does not impose unreasonable compliance costs.</p>

ACTION POINTS

Agree/Disagree	Classification	Taskforce Proposed Actions	Analysis (benefits, costs/risks, impacts)	Resourcing Implications
Agree/Disagree	Do not progress further (as currently proposed)	<p>1a.</p> <p>All areas of school/kura governance decision making are explicitly reviewed annually by boards to ensure adherence to Te Tiriti o Waitangi and the rights of the child.</p>	<p><u>Benefits:</u></p> <ul style="list-style-type: none">○ Gives a strong signal about the importance of Te Tiriti o Waitangi and the rights of the child at school level decision making. <p><u>Costs/risks:</u></p> <ul style="list-style-type: none">○ Potential capacity/capability constraints of boards to undertake this review may be a barrier.○ Likely to impose significant compliance costs on boards and principals and may impose financial costs if expert legal advice is sought.○ Unclear what impact an ex-post review of decisions would have or what response could be taken where decisions were found to have breached obligations.○ May result in compliance-driven behaviour rather than meaningful change.○ We do not currently comply fully with the UN Convention on the Rights of the Child or the UN Convention on the Rights of Persons with Disabilities. Legislating requirements to uphold these Conventions would impose significant compliance costs on boards and the Ministry that go far wider than just the cost of the annual review. <p><u>Comment on impact:</u></p> <p>Likely to impose significant costs without necessarily delivering any behavioural change or improved outcomes for ākonga.</p>	Medium

Agree/Disagree	Classification	Taskforce Proposed Actions	Analysis (benefits, costs/risks, impacts)	Resourcing Implications
Agree/Disagree	Agree to progress	<p>1b. Boards of Trustees give greater priority to:</p> <ol style="list-style-type: none"> Working with the school/kura community and mana whenua to set the strategic direction and plans for the school/kura Monitoring and evaluating learner/ākonga belonging, wellbeing and success; and Working with other schools/kura, iwi and government agencies for the mutual benefit of the learners/ākonga, whānau and schools/kura. 	<p><u>Benefits:</u></p> <ul style="list-style-type: none"> Clarifies Boards' role and priorities in relation to some important and sometimes complex areas (community engagement/monitoring/wellbeing/wider social sector). <p><u>Costs/risks:</u></p> <ul style="list-style-type: none"> Would need to be supplemented with appropriate guidance and support. Would also need monitoring and enforcement to ensure behaviour change. There are likely to be some compliance costs for boards, although the magnitude will depend on current practice and the level of change required. Boards may argue that additional resourcing will be needed. <p><u>Comment on impact:</u></p> <p>Prompts schools to focus on areas that may be challenging but, if done better, is likely to improve outcomes for all ākonga, particularly disadvantaged learners. Has the potential to both strengthen connections to whānau and communities and networks in the system.</p> <p>The impact is likely to be greater if this is done at a cluster level.</p>	Low

Agree/Disagree	Classification	Taskforce Proposed Actions	Analysis (benefits, costs/risks, impacts)	Resourcing Implications
Agree/Disagree	<p>Agree with the intent and consider further alongside alternative options</p> <p>(We agree with the intent of providing increased support for principals and BOTs at the regional or cluster level)</p>	<p>1c.</p> <p>A new role of Leadership Advisor is established to work with boards and principals/tumuaki to maximise their success.</p>	<p><u>Benefits:</u></p> <ul style="list-style-type: none"> Support from the Leadership Advisor could help to address capability issues (i.e. board and principal). Having a trusted relationship and mentoring role would work well together. Having a presence on the board and monitoring performance of boards' decisions are complementary roles. <p><u>Costs/risks:</u></p> <ul style="list-style-type: none"> The range of functions and accountabilities of the Leadership Advisor are likely to be incompatible/impractical in one person and likely creates a conflict of interest in some situations (e.g. providing support and advice and undertaking performance, monitoring and interventions). There is a question of whether it is possible to concentrate all the proposed functions of the Leadership Advisor in one person, and whether we have available people to fill this role without removing capability from other parts of the system Lack of clarity about how this role aligns with broader role of ESLN, the proposed Leadership Centre and Kāhui Ako, and a high risk of duplication and overlap. <p><u>Comment on impact:</u></p> <p>The role is not implementable as described and would work better at a regional or cluster level. It is also difficult to see how this role will improve outcomes in schools facing complex challenges. We therefore recommend that you rule out the role as currently proposed but that the Ministry does work on what are the other ways to progress the intent of increased support.</p>	High
Agree/Disagree	<p>Do not progress further (as currently proposed)</p>			
Agree/Disagree	<p>Agree with the intent and consider further alongside alternative options</p> <p>(We agree with the intent of upskilling Boards)</p>	<p>1d.</p> <p>All board members are required to undertake governance training with specific training for board chairs.</p>	<p><u>Benefits:</u></p> <ul style="list-style-type: none"> Provides clarity of Board members' roles and responsibilities, and creates expectations about the skill level of trustees. Opportunity to help board members better understand their obligations/role under Te Tiriti o Waitangi. Could be tailored to the skill sets needed. <p><u>Costs/risks:</u></p> <ul style="list-style-type: none"> Potential opportunity cost for board members. The investment would need to be ongoing, as board members change regularly. Creates a risk that fewer people will want to be board members (as the training requirements could be a deterrent). However, there may also be those that would want the opportunity to build their governance skills and would see this as a draw-card to the role. <p><u>Comment on impact:</u></p> <p>Potential positive (indirect) impact on equity and excellence for ākonga because it helps Boards to better understand and perform their role.</p>	Medium

Agree/Disagree	Classification	Taskforce Proposed Actions	Analysis (benefits, costs/risks, impacts)	Resourcing Implications
Agree/Disagree	Agree with the intent and consider further alongside alternative options (We agree with the intent of BOTs having a Māori perspective)	1e. All boards ensure representation from mana whenua either by election or appointment.	<u>Benefits:</u> <ul style="list-style-type: none"> Ensures that Boards have a Māori (mana whenua) perspective. <u>Costs/risks:</u> <ul style="list-style-type: none"> A lone Māori voice on each board may not necessarily be able to change outcomes of learners. There may not be available candidates in all areas. Imposes significant resource demands on mana whenua. Any additional remuneration for these roles is likely to create additional financial implications and questions about parity. <u>Comment on impact:</u> Having greater iwi/Māori involvement in improving governance may work better at a cluster/regional level. We therefore recommend that you rule out the specific option of one mana whenua representative on each board but that the Ministry is asked to do further work on how to strengthen mana whenua perspectives in governance.	High
Agree/Disagree	Do not progress further (as currently proposed)			
Agree/Disagree	Agree to progress further	1f. The Children's Commissioner reviews and updates the requirements for learner/ākonga participation in school/kura governance, taking into account the United Nations Convention on the Rights of the Child (Article 12).	<u>Benefits:</u> <ul style="list-style-type: none"> Sends a positive signal about valuing the child-centred approach. Provides an opportunity to strengthen the voice of ākonga and make sure that student representation is fair and adequate. Brings in a broader perspective and expertise to matters of student representation (in the schooling context). <u>Costs/risks:</u> <ul style="list-style-type: none"> No immediate costs/risks to the education sector but would impose costs on the Children's Commissioner. <u>Comment on impact:</u> Depends on the outcome of the review and the Government's response.	Low

Agree/Disagree	Classification	Taskforce Proposed Actions	Analysis (benefits, costs/risks, impacts)	Resourcing Implications
Agree/Disagree	Agree with the intent and consider further alongside alternative options (We agree with the intent to free up principals'/ boards' time to focus on teaching and learning)	1g. Responsibility for five year property agreement (5YA) and major capital works is removed from boards of state schools/kura with an option for some schools/kura to retain responsibility based on national criteria.	<u>Benefits:</u> <ul style="list-style-type: none"> ○ Frees up principal/board time to focus on teaching and learning ○ Improved consistency in approach to property management. ○ Potential cost savings in longer term. <u>Costs/risks:</u> <ul style="list-style-type: none"> ○ Likely to require significant additional resourcing upfront. <u>Comment on impact:</u> Likely to have an indirect impact on equity and excellence if the time that it frees up for principals and boards is redirected towards work that improves teaching and learning in a way that lifts student outcomes. We have assumed that the Taskforce intend these property functions to be undertaken by a self-managing entity within or separate from the Ministry of Education (as per Action Point 8d).	High
Agree/Disagree	Endorse	(part 1g continued) Property matters for state integrated schools/kura remain the responsibility of their proprietors.	<u>Comment on impact:</u> As there is no change to the status quo, this proposal would have no additional impact.	N/A
Agree/Disagree	Agree to progress further	1h. Property maintenance, financial and procurement services are made available to boards that wish to use them by the Education Support Learning Network (ESLN) office.	<u>Benefits:</u> <ul style="list-style-type: none"> ○ More consistent approach to property maintenance, financial management etc. ○ Potential cost savings for schools. ○ Frees up principal/board time to focus on teaching and learning. <u>Costs/risks:</u> <ul style="list-style-type: none"> ○ Likely to require significant additional resourcing from Government to set up. <u>Comment on impacts:</u> Likely to have an indirect impact on equity and excellence if the time that it frees up for principals and boards is redirected towards work that improves teaching and learning in a way that lifts student outcomes.	High

Agree/Disagree	Classification	Taskforce Proposed Actions	Analysis (benefits, costs/risks, impacts)	Resourcing Implications
Agree/Disagree	Agree to progress further	<p>1i.</p> <p>Developing and consulting about enrolment schemes is carried out by the local Education Support Learning Network (ESLN) rather than the board so that the best interests of all learners/ākonga and their whānau are taken into account.</p>	<p><u>Benefits:</u></p> <ul style="list-style-type: none"> ○ Should increase transparency and consistency around how boundaries are set. ○ Mitigates the risk of enrolment zones being used to serve the interests of individual schools. <p><u>Costs/risks:</u></p> <ul style="list-style-type: none"> ○ Risk that it could result in less choice for ākonga. ○ Could cause tension between schools and ESLN and compromise broader relationship. <p><u>Comment on impact:</u></p> <p>Could be used to support more equitable enrolment zones, but could also be strongly opposed by schools, parents and communities where it is perceived as reducing choice and removing autonomy.</p>	Low
Agree/Disagree	Agree to progress further	<p>1j.</p> <p>A national code of conduct for boards of trustees is established</p>	<ul style="list-style-type: none"> • In local government, this has enabled Councils to hold individual members to account. However, Councils are paid. • May discourage people from standing for boards of trustees (noting that only 51% of boards currently hold elections). 	Low
Agree/Disagree	Do not progress further	<p>1k.</p> <p>To address governance and leadership problems that adversely affect school/kura, the powers and type of timely and responsive intervention are expanded and administered by the Education Support Learning Network office.</p>	<p><u>Benefits:</u></p> <ul style="list-style-type: none"> ○ Provides earlier support and intervention for struggling schools thereby reducing risks to schools and ākonga and ensuring they get back on track sooner. <p><u>Costs/risks:</u></p> <ul style="list-style-type: none"> ○ May compromise the ability to establish a good relationship with the school if Leadership Advisors/ESLNs are also responsible for recommending intervention. ○ Doesn't address resourcing issues, which is often the key reason for lack of timely and effective intervention. ○ There is a risk that the dismissal of democratically elected trustees by an external entity (either due to poor performance or amalgamation) would create natural justice issues. <p><u>Comment on impact:</u></p> <p>If it results in more timely and appropriate interventions, then this has the potential to improve equity and excellence outcomes. However, as currently proposed, it is not clear that this will be the case.</p> <p>We consider that current interventions are appropriate, but we consider that more support is needed to ensure that they deliver lasting change.</p>	Medium

RECOMMENDATION 2 - SUPPORTING SCHOOL LEADERSHIP	
That to assure the quality, diversity and professional expertise of school/kura leadership: <ul style="list-style-type: none">• A national Leadership Centre is established within the Teaching Council of Aotearoa New Zealand;• The Leadership Centre develops national eligibility criteria and guidelines for principal/tumuaki appointment and performance review;• The new role of Leadership Advisor in the Education Support Learning Network (ESLN) has responsibility to work with each principal/tumuaki and their board of trustees in and across schools/kura; and• Incentives to lead schools/kura in complex contexts are broadened.	Agree to progress further, with the exception of the proposed Leadership Advisor.

ACTION POINTS

Agree/Disagree	Classification	Taskforce Proposed Actions	Analysis (benefits, costs/risks, impacts)	Resourcing Implications
Agree/Disagree	Agree to progress further (Agree with the establishment of the Leadership Centre, but not fixed on where it is located)	2a. A Leadership Centre is established within the Teaching Council of Aotearoa New Zealand	<u>Benefits:</u> <ul style="list-style-type: none">○ Increases the focus on the importance of the role of leadership within the system.○ Could ensure a coherent approach to leadership within the system.○ Would strengthen and provide more consistent support for leadership within the system.○ Allows us to build a system level approach to leadership. <u>Costs/risks:</u> <ul style="list-style-type: none">○ Some of the proposed functions for the Leadership Centre would require new resourcing (such as commissioning new research and funding sabbaticals and scholarships).○ 9(2)(f)(iv) <u>Comment on impact:</u> Could result in improvements to overall quality of leadership within the system in the medium to long term.	Medium

Agree/Disagree	Classification	Taskforce Proposed Actions	Analysis (benefits, costs/risks, impacts)	Resourcing Implications
Agree/Disagree	Agree to progress further	<p>2b.</p> <p>The Leadership Centre sets national eligibility criteria for principal/tumuaki appointment and guidelines for performance review. It should also provide a single set of professional standards for principals/tumuaki to be used for their performance review.</p>	<p><u>Benefits:</u></p> <ul style="list-style-type: none"> ○ Likely to increase the overall level and consistency of capability of principals in the medium term. ○ Will provide a more transparent and consistent basis for performance reviews. ○ Provides clearer pathway for those wanting to become and develop as principals/leaders. ○ May help to ensure performance issues can be identified and addressed sooner. ○ Will increase confidence in the appointment process. <p><u>Costs/risks:</u></p> <ul style="list-style-type: none"> ○ If set too high and/or introduced too quickly, eligibility criteria could significantly reduce supply of available leaders. ○ May have implications for remuneration if principals perceive the criteria as increasing existing standards and requirements. <p><u>Comment on impact:</u></p> <p>Assuming criteria and guidelines are appropriate and implemented as intended, should lead to overall improvements in principal capability which should eventually lead to improvements in equity and excellence outcomes for ākonga.</p>	Low
Agree/Disagree	<p>Agree with the intent and consider further alongside alternative options</p> <p>(We agree with the intent of providing increased support for principals and BOTs at the regional or cluster level)</p>	<p>2c.</p> <p>Leadership Advisors employed by the ESLN will work collaboratively with each principal/tumuaki in their school/kura.</p> <p>Leadership Advisors will also facilitate the collective contribution of principals/tumuaki to successful learning across the ESLN.</p>	<p>Comment repeated from recommendation 1c.</p> <p><u>Benefits:</u></p> <ul style="list-style-type: none"> ○ Support from the Leadership Advisor could help to address capability issues (i.e. board and principal). ○ Having a trusted relationship and mentoring role would work well together. ○ Having a presence on the board and monitoring performance of boards' decisions are complementary roles. <p><u>Costs/risks:</u></p> <ul style="list-style-type: none"> ○ The range of functions and accountabilities of the Leadership Advisor are likely to be incompatible/impractical in one person and likely creates a conflict of interest in some situations (e.g. providing support and advice and undertaking performance, monitoring and interventions). ○ There is a question of whether it is possible to concentrate all the proposed functions of the Leadership Advisor in one person, and whether we have available people to fill this role without removing capability from other parts of the system ○ Lack of clarity about how this role aligns with broader role of ESLN, the proposed Leadership Centre and Kāhui Ako, and a high risk of duplication and overlap. <p><u>Comment on impact:</u></p> <p>The role is not implementable as described and would work better at a regional or cluster level. It is also difficult to see how this role will improve outcomes in schools facing complex challenges.</p>	High

Agree/Disagree	Classification	Taskforce Proposed Actions	Analysis (benefits, costs/risks, impacts)	Resourcing Implications
Agree/Disagree	Does not go far enough	<p>2d.</p> <p>Incentives to attract highly capable principals/tumuaki to work in schools/kura with more complex challenges are broadened.</p> <p>[Same as Action Point 7c].</p>	<p><u>Benefits:</u></p> <ul style="list-style-type: none"> ○ Prioritises resources towards schools/students with highest needs. ○ Recognises and rewards principals who perform more complex roles. ○ Has the potential to positively change career pathways. <p><u>Costs/risks</u></p> <ul style="list-style-type: none"> ○ Need to work through further what schools would qualify as those with the most 'complex challenges'. Criteria used to determine this will impact cost of implementation. <p><u>Comment on impact:</u></p> <p>If an effective package of incentives can be agreed and the appropriate principals employed, this is likely to have a positive impact on equity and excellence outcomes for ākonga in some of the most complex schools.</p> <p>There are currently a range on incentives in the system. These range from principals and teachers at low decile schools receiving nominally higher salaries through to the Principal Recruitment Allowance (PRA) that pays an extra \$50,000 a year for principals with a track record of highly effective leadership to be appointed to schools with significant challenges. However, we believe the upcoming shift to the Equity Index provides an opportunity to consider whether the way that baseline principal pay is currently set, with a focus on school size, is fit for purpose. Our view is that work on "broadening incentives" should include relooking at the factors that are currently used to set baseline principal pay to consider whether those should also be broadened to include things like a school's level of disadvantage, placement on the isolation index etc.</p>	Medium

RECOMMENDATION 3 - SUPPORTING TEACHERS/KAIAKO	
That to assure the quality, diversity and professional expertise of teachers/kaiako, paraprofessionals and specialist professionals, we have: <ul style="list-style-type: none">• A comprehensive education workforce strategy is implemented, monitored and reviewed;• Improved pathways from initial training to full certification;• Paraprofessional career pathways; and• A national Curriculum Centre located within the Ministry of Education that works with the Education Support Agency to ensure teachers have high quality advice and resources.	We agree with the intent of this recommendation, and that the actions should be considered as part of existing or proposed work programmes (such as the Education Workforce Strategy and Kāhui Ako).

ACTION POINTS

Agree/Disagree	Classification	Taskforce Proposed Actions	Analysis (benefits, costs/risks, impacts)	Resourcing Implications
Agree/Disagree	Endorse through work underway	3a. A comprehensive workforce strategy is implemented, monitored, reviewed and publicly reported annually with priority given to ensuring that the diversity of the learner/ākonga population is reflected in the workforce.	<u>Benefits:</u> <ul style="list-style-type: none">○ Strengthens transparency and accountability for achievement of workforce strategy outcomes.○ Provides strong message on the importance/value of diversity in the workforce. <u>Costs/risks:</u> <ul style="list-style-type: none">○ Outcomes in relation to workforce diversity are likely to take some time to achieve (e.g. for groups that significantly underrepresented at present).○ Some parts of the proposed strategy are expected to require additional resourcing commitments (for example, more funding is likely to be necessary to reduce wait times for learning support specialists). <u>Comment on impacts:</u> In general, improved workforce diversity is expected to have a positive impact on equity and excellence for ākonga.	High

Agree/Disagree	Classification	Taskforce Proposed Actions	Analysis (benefits, costs/risks, impacts)	Resourcing Implications
Initial Teacher Education				
Agree/Disagree	Agree with the intent and consider further alongside alternative options (We agree with the intent of improving the foundational experience for new teachers)	3b. National eligibility criteria for schools/kura that wish to host student teachers/kaiako and/or employ beginning teachers/kaiako are developed collaboratively by the Ministry of Education, Teaching Council, Initial Teacher Education providers and professional association peak bodies.	<u>Benefits:</u> <ul style="list-style-type: none"> Improved foundational experiences for teachers early in their career. May help teacher retention in early years of career. Provides clear signalling to schools about what is required to host student and beginning teachers. <u>Costs/risks:</u> <ul style="list-style-type: none"> Could restrict the supply of schools that can host student teachers and employ beginning teachers. Risk that the perception of being a 'training ground' for new teachers could deter parents from wanting to send their child there. If it creates a concentration of student/beginning teachers within a small number of schools (i.e. only those that have met the criteria), then it may skew the balance too far/ratio to experienced teachers to learn from. Unclear what the professional standards are at each part of the professional pathway (i.e. is it a graduated approach or a set of requirements teachers must work towards as the 'end game'?). Doing this could be a separate recommendation. Tying resources to specific roles and job descriptions across a broad front will reduce overall system flexibility and agility to respond to need. This has been the experience of Kāhui Ako. 	Medium
Agree/Disagree	Agree with the intent and consider further alongside alternative options	3c. The eligibility criteria includes professional standards for the roles of tertiary teacher educator, and in-school Associate Teacher and Mentor Teacher, and are developed collaboratively.	<ul style="list-style-type: none"> Could result in higher retention levels, and sustained improvements in teaching capability. Improved teaching capability is expected to have a positive impact on excellence and equity for ākonga. 	
Agree/Disagree	Agree with the intent and consider further alongside alternative options	3d. Additional resources are provided in the system to significantly improve the pathway from Initial Teacher Education to fully certified teacher/kaiako, recognising the costs to a school/kura of supporting learner/ākonga and beginning teachers/kaiako.	<u>Comment on impact:</u> <p>The way the Taskforce has presented these proposals, the impact of 3b – 3e relies on this set of actions being completed as a package. The proposals cover criteria setting for schools, the mentor and educator roles; the resources to support it, and the approval of the criteria and therefore, and therefore the analysis could not meaningfully focus on one point in isolation from the others.</p>	
Agree/Disagree	Agree with the intent and consider further alongside alternative options	3e. The Education Support Agency, working with local directors, approve schools/kura that meet the national eligibility criteria in order to employ and access the additional resources to support and mentor beginning teachers/kaiako.		

Agree/Disagree	Classification	Taskforce Proposed Actions	Analysis (benefits, costs/risks, impacts)	Resourcing Implications
<i>Paraprofessional Careers</i>				
Agree/Disagree	Endorse through work underway	<p>3f.</p> <p>The education workforce strategy should identify and support career and employment pathways, occupational or cultural standards and associated professional development for teacher aides and cultural experts who undertake roles which support learners/ākonga and their whānau and maximise the teacher's pedagogical role.</p>	<p><u>Benefits:</u></p> <ul style="list-style-type: none"> ○ All aspects of the education profession are considered as a whole within the Education Workforce Strategy. ○ Acknowledges the value and contribution of the wider profession in delivering student outcomes and supports greater professional opportunities for those in these roles. <p><u>Costs/risks:</u></p> <ul style="list-style-type: none"> ○ May require additional resources to respond to increased demand for PLD. <p><u>Comment on impact:</u></p> <p>Improved access to well-trained and supported teacher aides and cultural experts is expected to improve equity and excellence outcomes for ākonga with the greatest need.</p>	High
<i>Professional Learning and Development</i>				
Agree/Disagree	Agree to progress further	<p>3g.</p> <p>A nationally based Curriculum Centre is established and located within the Ministry of Education to enable effective delivery of the New Zealand Curriculum and Te Marautanga o Aotearoa for all learners/ākonga.</p>	<p><u>Benefits:</u></p> <ul style="list-style-type: none"> ○ Builds a critical mass of knowledge and expertise at national level that can be used to support more effective and consistent delivery of the curriculum within schools. ○ Provides schools with greater certainty about what the curriculum should cover. ○ May save time and resources for schools developing their local school curriculum. ○ May help teachers with their curriculum planning which could reduce workload and improve teaching and learning outcomes in the classroom. <p><u>Costs/risks:</u></p> <ul style="list-style-type: none"> ○ There is a risk that if the Curriculum Centre is not appropriately connected to the local context, this may have implications for ensuring effective delivery and the ability of the Centre to identify and respond to the needs of schools. ○ Effectiveness will rely heavily on there being a strong network of relationships between Curriculum Centre, Education Support Agency, the ESLNs and Leadership Advisors and schools. ○ There will be resourcing implications in establishing the centre as well as employing appropriate knowledge and expertise. <p><u>Comment on impact:</u></p> <p>To the extent that this supports improved access to more effective curriculum expertise and resources, this should lead to improvements in excellence and equity for ākonga.</p>	Medium
Agree/Disagree	<p>Agree with the intent and consider further alongside alternative options</p> <p>(We agree with the intent to grow and sustain local expertise)</p>	<p>3h.</p> <p>The Curriculum Centre, works collaboratively with the Education Support Agency to grow and sustain local expertise.</p>	<p><u>Comment on impact:</u></p> <p>To the extent that this supports improved access to more effective curriculum expertise and resources, this should lead to improvements in excellence and equity for ākonga.</p>	Low

Agree/Disagree	Classification	Taskforce Proposed Actions	Analysis (benefits, costs/risks, impacts)	Resourcing Implications
Agree/Disagree	Agree with the intent and consider further alongside alternative options	<p>3i.</p> <p>The Education Support Agency has discretionary professional support, advisory and specialist professional services funding to respond coherently to locally identified needs and support collaboration and sharing of best practice.</p>	<p><u>Benefits:</u></p> <ul style="list-style-type: none"> Shifts some discretion over resources closer to the learners which enables greater responsiveness to the local context/needs. Awareness of local context can be used to channel resources to where they are most needed. <p><u>Costs/risks:</u></p> <ul style="list-style-type: none"> Likely to require new accountability mechanisms alongside the decision-making powers. Risk of inconsistent decision-making across different regions which could lead to distrust within the system. Will still require some mechanism for prioritising available funding to ensure it targets greatest need. May not have intended impact if not complemented with significant increase in total available funding. <p><u>Comment on impact:</u></p> <p>May lead to more timely funding decisions and quicker access to resources at the local level. However, impact on excellence and equity are unclear as this will depend on what and how funding decisions are made at the local level.</p>	Medium
Kāhui Ako				
Agree/Disagree	<p>Agree with the intent and consider further alongside alternative options</p> <p>(Contingent on progressing 3k below)</p>	<p>3j.</p> <p>Funding for Kāhui Ako is reallocated to the local Education Support Learning Networks.</p>	<p><u>Benefits:</u></p> <ul style="list-style-type: none"> Moves funding decisions closer to recipients. <p><u>Costs/risks:</u></p> <ul style="list-style-type: none"> Process of changing funding allocation could be complex. <p><u>Comment on impact:</u></p> <p>Impact on equity and excellence are unclear. Would depend on how ESLNs choose to use funding.</p>	Low
Agree/Disagree	<p>Agree with the intent and consider further alongside alternative options</p> <p>(Agree with the intent of building on and improving the Kāhui Ako model)</p>	<p>3k.</p> <p>Requirements for the Kāhui Ako model provide more flexibility in clustering arrangements and achievement challenges, and in the use of staffing and funding resources.</p>	<p><u>Benefits:</u></p> <ul style="list-style-type: none"> Addresses concerns regarding flexibility of Kāhui Ako model. Provides more scope to capture benefits associated with networking and clustering (i.e. sharing best practice, knowledge, support, shared accountability). <p><u>Costs/risks:</u></p> <ul style="list-style-type: none"> Would need to be supported with appropriate accountability mechanisms which are likely to have compliance costs. Changes to staffing and funding would require changes to collective agreements. <p><u>Comment on impact:</u></p> <p>If this builds on the established benefits of the Kāhui Ako model (i.e. builds on the 4 years of relationship and trust building), then this could lead to positive impacts for ākonga excellence and equity.</p>	Low

Agree/Disagree	Classification	Taskforce Proposed Actions	Analysis (benefits, costs/risks, impacts)	Resourcing Implications
Teacher Appraisal				
Agree/Disagree	Agree to progress	3l. The Teaching Council of Aotearoa New Zealand develops more flexible guidelines for teacher/kaiako appraisal, including team and peer appraisal.	<u>Benefits:</u> <ul style="list-style-type: none">○ Opportunity to reset the approach to teacher/kaiako appraisal function through the Accord.○ Could support ongoing improvements in teaching capability. <u>Costs/risks:</u> <ul style="list-style-type: none">○ Unclear on status of guidelines and whether there would be a requirement that they be used. <u>Comment on impact:</u> If it captures and embeds effective new and innovative teaching practices, this should have a positive long-term impact on building teaching capability.	Low

RECOMMENDATION 4 - STRENGTHENING SCHOOLING PROVISION	
<p>That the schooling provision strategy needs to:</p> <ul style="list-style-type: none"> Facilitate a parallel Kaupapa Māori pathway; Be Te Tiriti o Waitangi led and inclusive of iwi; Develop more effective transitions as learners/ākonga move through the schooling system; Expand full service sites to provide additional services to communities with high levels of disadvantage; and Make better use of digital and specialist learning expertise. 	<p>We agree with the intent of this recommendation and note that work is already underway (e.g. National Education Growth Plan and ROVE).</p>

ACTION POINTS

Agree/Disagree	Classification	Taskforce Proposed Actions	Analysis (benefits, costs/risks, impacts)	Resourcing Implications
Agree/Disagree	<p>Agree with the intent and consider further alongside alternative options</p> <p>(agree with the intent of empowering Kaupapa Māori and Māori medium education pathways)</p>	<p>4a.</p> <p>An autonomous governance body is formed to support Kaupapa Māori, which includes the educational organisations currently recognised as Kaupapa Māori: Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa and Ngā Kura ā Iwi o Aotearoa, and respects their differences.</p> <p>(The Taskforce states that this entity would have the same authority as and would operate in parallel to the Education Support Agency.)</p>	<p><u>Benefits:</u></p> <ul style="list-style-type: none"> Empowering instrument to support Kaupapa Māori and Māori medium education pathways and to solidify their value as part of the schooling system. As an autonomous entity, it can provide challenge and oversight. Will build expertise, capacity and capability. <p><u>Costs/risks:</u></p> <ul style="list-style-type: none"> The recommendation as currently proposed could be seen as imposing an approach on Māori/iwi rather than working with them to develop and design an entity that meets their needs. It is important that co-designed/created with the relevant parties to ensure that it is feasible, configured appropriately to achieve the desired purpose and, reflects the commitment to a partnership approach from the outset. Time and resources to set up new entity. May have broader implications for the approaches taken in other sectors (e.g. health, justice, etc.) that need to be considered. <p><u>Comment on impact:</u></p> <p>If established, it could play an important role in helping to improve educational outcomes for Māori and reducing racially-based inequities.</p> <p>To understand the implications of establishing this entity, further analysis is required to unpack what this would mean in practice.</p>	High

Agree/Disagree	Classification	Taskforce Proposed Actions	Analysis (benefits, costs/risks, impacts)	Resourcing Implications
Agree/Disagree	Endorse through work underway (National Education Growth Plan)	4b. A national strategy for future focused state schooling provision is developed that is Te Tiriti o Waitangi-led and regularly reviewed and refreshed by the Ministry of Education and iwi.	<u>Benefits:</u> <ul style="list-style-type: none"> ○ National strategy will help to create system coherence and direction. ○ Supports effective and efficient planning and investment decisions. ○ Embedding Te Tiriti o Waitangi in the strategy may help to reduce racially-based inequities. <u>Costs/risks:</u> <ul style="list-style-type: none"> ○ The strategy will need to be supported by actions and resources to have the intended impact. <u>Comment on impact:</u> The impact of this recommendation will depend on actions undertaken as a result of the strategy.	Medium
Agree/Disagree	Endorse through work underway (Te Rito and the Curriculum, Progress and Achievement info recs)	4c. The Ministry enables more effective transitions by providing a secure and trustworthy information sharing platform from early learning/Kōhanga Reo through schooling to tertiary.	<u>Benefits:</u> <ul style="list-style-type: none"> ○ Smoother transitions for students. ○ Likely to be particularly beneficial for highly transient students as it will help reduce impact of changing schools. ○ Educators have relevant information to support students learning. ○ Reduces duplication of effort from having to collect information again at the time of transition. ○ Could help to facilitate continuity of support for students who have additional supports in place. <u>Costs/risks:</u> <ul style="list-style-type: none"> ○ Risk to students of having less-favourable historical information follow them indefinitely. ○ Access to information about certain student characteristics may lead to deficit-thinking/bias. ○ Need to ensure appropriate policies, processes and protections in place to manage privacy concerns. ○ Costs associated with this type of infrastructure. ○ Some training maybe required to ensure appropriate and accurate information is being captured. <u>Comment on impact:</u> Will be dependent on what the nature of the information is and, more importantly, how it is used. If done well, it should help schools to better understand and respond to their students and, if relevant, provide appropriate supports in a timely manner. If not handled professionally, it could result in stigmatisation.	Medium

Agree/Disagree	Classification	Taskforce Proposed Actions	Analysis (benefits, costs/risks, impacts)	Resourcing Implications
Agree/Disagree	Do not progress further	<p>4d.</p> <p>National guidelines are developed for schools/kura to become full-service sites that offer extensive wraparound services in socio-economically disadvantaged communities.</p>	<p><u>Benefits:</u></p> <ul style="list-style-type: none"> Guidelines should identify the broad range of services that some students need to support their educational and wellbeing outcomes (including referrals to out-of-school specialist support where appropriate). Could help schools to identify and manage the risks of having wraparound services on-site. <p><u>Costs/risks</u></p> <ul style="list-style-type: none"> National guidelines without the right action and resourcing won't deliver benefits for students. If implemented, it is likely to require significant cross-sector resources. <p><u>Comment on impact:</u></p> <p>The idea of better social supports in a schooling environment is important, but won't be achieved through the development of national guidelines.</p>	<p>Guidelines: Low</p> <p>(implementing: High)</p>
Agree/Disagree	Agree to progress further	<p>4e.</p> <p>A review of the roles of Te Aho o Te Kura Pounamu (Te Kura) and the Virtual Learning Network (VLN), and the national and local special schools/kura, is undertaken with the aim of developing a more cohesive national approach to flexible learning and specialist provision.</p>	<p><u>Benefits:</u></p> <ul style="list-style-type: none"> Opportunity to ensure system promotes flexible learning avenues that can respond to different learning needs and accommodate different learning models. Opportunity to improve flexibility of learning and specialist provision to support those with learning support needs and those who may benefit from greater flexibility in learning settings (e.g. highly transient students and those in remote/isolated areas). <p><u>Costs/risks:</u></p> <ul style="list-style-type: none"> Time and cost associated with review (relatively minor). Recommendations arising from review could have legislative and/or funding implications. <p><u>Comment on impact:</u></p> <ul style="list-style-type: none"> Impact will depend on the outcome of the review and Government's response. 	Low
Agree/Disagree	Endorse through work underway (Review of secondary-tertiary pathways and funding)	<p>4f.</p> <p>The Ministry of Education investigates the most effective ways to fund successful joint secondary school-tertiary learning and make the changes necessary to encourage greater uptake.</p>	<p><u>Benefits:</u></p> <ul style="list-style-type: none"> Opportunity to ensure efficient and effective use of funding. Could lead to improved access to successful secondary-tertiary programmes for ākonga. <p><u>Cost/risks:</u></p> <ul style="list-style-type: none"> May require additional funding, or reprioritisation of existing resources (which could have implications for other work areas/programmes). <p><u>Comment on impacts:</u></p> <p>Removing barriers to funding for secondary-tertiary learning will better support vocational pathways and employment opportunities for students. Improving access could improve equity for ākonga.</p>	Medium

RECOMMENDATION 5 - MORE EQUITABLE ACCESS TO SCHOOLING	
That equitable access to schooling for all learners/ākonga needs to be assured through: <ul style="list-style-type: none">• The establishment of independent parental and learner/ākonga advocacy and complaints resolution panels;• Developing fairer enrolment processes;• Prioritising te reo Māori,;• Prioritising Pacific language pathways; and• Better local provision planning.	Agree with the intent of the recommendations and note that that work is already underway.

ACTION POINTS

Agree/Disagree	Classification	Taskforce Proposed Actions	Analysis (benefits, costs/risks, impacts)	Resourcing Implications
Agree/Disagree	<p>Agree with the intent and consider further alongside alternative options</p> <p>(We agree with the intent of strengthening the voice of ākonga)</p>	<p>5a.</p> <p>Independent community-based panels are established locally, by the ESLN, to resolve any learner/ākonga or parent or whanau issues that have not been able to be resolved at the school/kura level.</p>	<p><u>Benefits:</u></p> <ul style="list-style-type: none">○ Improves consistency in approach to resolving complaints across local network.○ Provides ākonga and parents an avenue outside the school to raise their concerns and seek advice and support.○ Supports resolution of issues impacting on students, consistent with the UN convention. <p><u>Costs/risks:</u></p> <ul style="list-style-type: none">○ Independent/external panel members may be too far removed from the context of the school to be well-placed to make a fair and appropriate judgement.○ Could be difficult to get people with the appropriate skills and attributes to fulfil these roles in all areas of the country, difficult to ensure consistency of decision making.○ Some risk that ākonga and parents won't perceive panel as 'independent' if it is part of ESLN.○ Having an ad-hoc panel (rather than having this function sit within an enduring institution) limits the potential for continuous improvement and knowledge retention. <p><u>Comment on impact:</u></p> <p>This is the only proposal that gives a voice to those who may not have had a supported avenue to raise a complaint which may support greater equity.</p>	Low

Agree/Disagree	Classification	Taskforce Proposed Actions	Analysis (benefits, costs/risks, impacts)	Resourcing Implications
Agree/Disagree	Endorse through work underway (Workforce strategy and PLD priorities)	5b. The Ministry of Education's workforce strategy and PLD funding prioritise a step-change plan to progress the capability and confidence of teachers/kaiako and paraprofessionals working with learners/ākonga to use te reo Māori in their work	<u>Benefits:</u> <ul style="list-style-type: none"> Helps ensure teachers/kaiako have the necessary skills and capability in te reo Māori. Recognises importance of Māori language and culture in education in New Zealand. Will help ensure all ākonga have the opportunity to learn in te reo Māori. <u>Costs/risks:</u> <ul style="list-style-type: none"> Opportunity cost of engaging in other professional development. <u>Comment on impact:</u> Expected to have a positive impact on excellence and equity for Māori ākonga in particular. May also help to address systemic racial bias and discrimination for Māori ākonga.	High
Agree/Disagree	Agree with the intent and consider further alongside alternative options (We support the intent of network planning but decisions may need to be made at the aggregated and national level)	5c. Each ESLN has responsibility for planning local schooling provision in the context of the national strategy, in particular to ensure high quality and reasonably convenient access for all to: <ul style="list-style-type: none"> Māori medium pathways. And also to: <ul style="list-style-type: none"> Pacific medium pathways where there is both population and demand, and pathways for those with additional learning and behaviour needs. 	<u>Benefits:</u> <ul style="list-style-type: none"> Will help ensure planning for schooling network is responsive to local needs. Should help address gaps in current system and provide more opportunities for students to learn in settings that are responsive to their particular cultural or learning needs. <u>Costs/risks:</u> <ul style="list-style-type: none"> Likely to be significant resourcing implications associated with delivering plans. Decision-making responsibilities are unclear, including how resources will be prioritised at a national level. <u>Comment on impact:</u> Student groups that are underserved in the current system are explicitly recognised in this recommendation which should improve equity. Would be more impactful if the decisions for planning are made at the national level.	Low

Agree/Disagree	Classification	Taskforce Proposed Actions	Analysis (benefits, costs/risks, impacts)	Resourcing Implications
Agree/Disagree	Agree with the intent and consider further alongside alternative options	5d. The ESLN reviews existing enrolment schemes and approves new ones where required, to ensure they are fair and reasonable and meet the goals of the local network plan.	Comment repeated from 1i. <u>Benefits:</u> <ul style="list-style-type: none"> Should increase transparency and consistency around how boundaries are set. Mitigates the risk of enrolment zones being used to serve the interests of individual schools. <u>Costs/risks:</u> <ul style="list-style-type: none"> Risk that it could result in less choice for ākonga. Could cause tension between schools and ESLN and compromise broader relationship. 	Low
Agree/Disagree	Agree with the intent and consider further alongside alternative options	5e. To assure the viability and quality of all schools/kura in a network, the ESLN monitors and actively manages out of zone enrolments.	<u>Comment on impact:</u> Could be used to support more equitable enrolment zones, but could also be strongly opposed by schools, parents and communities where it is perceived as reducing choice and removing autonomy.	
Agree/Disagree	Do not progress further (as currently proposed)	5f. The ESLN makes decisions on school/kura closures, where an individual school/kura has continual difficulty providing quality learning.	<u>Benefits:</u> <ul style="list-style-type: none"> School closure decisions are made closer to the communities and learners that are directly affected. Decision makers will have knowledge and understanding of the local context. <u>Costs/risks:</u> <ul style="list-style-type: none"> Schools closures can be a highly sensitive issue. It could place significant stress on the relationship between communities and ESLNs which may undermine the ability of the ESLN to perform its broader support role. There is likely to be a public expectation that the Minister of Education would have involvement in the final decision making. There is a risk of inconsistency in approach between different ESLN across the country. <u>Comment on impact:</u> Likely to put significant stress on the relationship between ESLN and the community.	Nil

Agree/Disagree	Classification	Taskforce Proposed Actions	Analysis (benefits, costs/risks, impacts)	Resourcing Implications
Agree/Disagree	Do not progress further (as currently proposed)	<p>5g.</p> <p>Where there is more demand than places, all state-funded schools/kura, whether state or state-integrated, will use the same balloting criteria and processes described in the Education Act 1989.</p>	<p><u>Benefits:</u></p> <ul style="list-style-type: none">○ Provides certainty about balloting criteria for ākonga and parents. <p><u>Costs/risks:</u></p> <ul style="list-style-type: none">○ Unlikely to be supported by state-integrated schools.○ Appears to be inconsistent with the current state-integrated model.○ Could be difficult to monitor and enforce, particularly where parents were incentivised not to report non-compliance. <p><u>Comment on impact:</u></p> <p>Provides more certainty about balloting criteria, but unclear what actual impact this would have on excellence and equity for ākonga more broadly.</p>	N/A

RECOMMENDATION 6 - DISABILITY AND LEARNING SUPPORT	
That implementation of the national strategy and policy in Disability and Learning Support must ensure effective collaboration and coordination with the ESLN to improve and spread local knowledge, expertise and accessibility.	We agree with the intent of the recommendation and note that work is already underway.

ACTION POINTS

Agree/Disagree	Classification	Taskforce Proposed Actions	Analysis (benefits, costs/risks, impacts)	Resourcing Implications
Agree/Disagree	Endorse through work underway	6a. The Ministry of Education works across the system to lead national strategy and policy in Disability and Learning Support.	<u>Benefits:</u> <ul style="list-style-type: none"> ○ Largely consistent with the direction of the Learning Support Action Plan. <u>Costs/risks:</u> <ul style="list-style-type: none"> ○ To the extent that it is broadly consistent with existing practice (or intended action), it may be seen as not going far enough to bring about change to better support students with additional learning support needs. <u>Comment on impact:</u> Continues to focus resources on students who require additional support, which is expected to improve equity.	Low
Agree/Disagree	Agree to progress further	6b. The ESLNs are provided with the resources and key expertise to implement the national strategy and policy in Disability and Learning Support, thus providing better accessibility to schools/kura, learners/ākonga and whānau.	<u>Benefits:</u> <ul style="list-style-type: none"> ○ Brings decision making closer to learners, still reflects national strategy which promotes system coherence. <u>Costs/risks:</u> <ul style="list-style-type: none"> ○ Some risk of inconsistent decision-making and delivery of support across regions. ○ Maybe capacity/capability constraints at regional level – some specialist services may be better to be provided at the national level due to scale and/or availability of specialist skills. <u>Comment on impact:</u> Continues to focus resources on students who require additional support, which is expected to improve equity.	High

RECOMMENDATION 7 - IMPROVED RESOURCING	
<p>That:</p> <ul style="list-style-type: none"> Equity funding for the schooling sector is more equitably calculated and precisely distributed, and substantially increased; Additional staffing is provided for primary leadership and guidance counselling; and Incentives are broadened for effective teachers/kaiako and leaders to work in complex contexts. 	<p>We agree with the intent of the recommendation and propose that the action points should be considered alongside alternative options.</p>

ACTION POINTS				
Agree/Disagree	Classification	Taskforce Proposed Actions	Analysis (benefits, costs/risks, impacts)	Resourcing Implications
Agree/Disagree	Endorse through work underway (development of equity index)	<p>7a.</p> <p>The new Equity Index is implemented as soon as possible, and equity funding is increased to a minimum of 10% of total school resourcing (operational and staffing) in relation to the level and concentration of disadvantage of the learners/ākonga enrolled in a school/kura.</p>	<p><u>Benefits:</u></p> <ul style="list-style-type: none"> Targeted support to reduce the impacts of disadvantage on educational outcomes for students from disadvantaged backgrounds. Prioritises limited resources to schools with disadvantaged students. Fairly direct lever to overcome disadvantage. <p><u>Costs/risks:</u></p> <p>Potential for significant additional cost, depending on scope of other areas included in the equity index.</p> <p><u>Comment on impact:</u></p> <p>This recommendation is intentionally designed to improve equity, which is consistent with all other areas of the Education Work Programme.</p>	High
Agree/Disagree	Agree with the intent and consider further alongside alternative options (we agree with the intent to do a wider review of management entitlements)	<p>7b.</p> <p>Improved staffing entitlements are provided for primary school/kura management, as well as guidance counselling staffing entitlements.</p>	<p><u>Benefits:</u></p> <ul style="list-style-type: none"> Ensures appropriate staffing entitlements are available to primary schools. Could free up teacher and principal time to focus on teaching and learning, rather than administration and management. Supports improved student wellbeing in primary schools through the provision of guidance counselling. <p><u>Costs/risks:</u></p> <ul style="list-style-type: none"> Likely to have significant resourcing implications. Potentially a blunt and inefficient instrument if staffing entitlements are not tailored/nuanced to reflect the actual circumstances/needs of individual schools. <p><u>Comment on impact:</u></p> <p>Increased availability of guidance counselling in primary schools will support better student wellbeing, and increased staffing provision for management frees up time for the principal and teaching staff to focus on teaching and learning which, depending on how that time is used, could be conducive to excellence.</p>	High

Agree/Disagree	Classification	Taskforce Proposed Actions	Analysis (benefits, costs/risks, impacts)	Resourcing Implications
Agree/Disagree	Does not go far enough	<p>7c.</p> <p>Incentives are broadened to attract and retain effective leaders and teachers/kaiako in schools/kura in more complex contexts.</p>	<p>Comment repeated from 2d.</p> <p><u>Benefits:</u></p> <ul style="list-style-type: none"> ○ Prioritises resources towards schools/students with highest needs. ○ Recognises and rewards principals who perform more complex roles. ○ Has the potential to positively change career pathways. <p><u>Costs/risks</u></p> <ul style="list-style-type: none"> ○ Need to work through further what schools would qualify as those with the most 'complex challenges'. Criteria used to determine this will impact cost of implementation. <p><u>Comment on impact:</u></p> <p>If an effective package of incentives can be agreed and the appropriate principals employed, this is likely to have a positive impact on equity and excellence outcomes for ākonga in some of the most complex schools.</p> <p>There are currently a range on incentives in the system. These range from principals and teachers at low decile schools receiving nominally higher salaries through to the Principal Recruitment Allowance (PRA) that pays an extra \$50,000 a year for principals with a track record of highly effective leadership to be appointed to schools with significant challenges. However, we believe the upcoming shift to the Equity Index provides an opportunity to consider whether the way that baseline principal pay is currently set, with a focus on school size, is fit for purpose. Our view is that work on "broadening incentives" should include relooking at the factors that are currently used to set baseline principal pay to consider whether those should also be broadened to include things like a school's level of disadvantage, placement on the isolation index etc.</p>	Medium

RECOMMENDATION 8 - STRENGTHENED NATIONAL EDUCATION AGENCIES	
<p>That:</p> <ul style="list-style-type: none"> Significantly increased decision making and budget discretion to support schools/kura be devolved through the establishment of Education Support Learning Networks (ESLNs) as part of a new Education Support Agency; The Ministry of Education significantly increase its focus on curriculum learning assessment and pedagogy through the establishment of a high level specialist Curriculum Centre. This will include stronger oversight of NCEA and NZQA quality assurance processes; The school property portfolio is moved to a separate entity either within or outside of the Ministry; A Leadership Centre be located in the Teaching Council of Aotearoa New Zealand; and A new repurposed ERO focuses on systems review, evaluation of the performance of education agencies and no longer undertake individual school/kura reviews. 	<p>The majority of the action points require decisions on Machinery of Government changes.</p>

ACTION POINTS

Agree/Disagree	Classification	Taskforce Proposed Actions	Analysis (benefits, costs/risks, impacts)	Resourcing Implications
Agree/Disagree	<p>Agree with the intent and consider further alongside alternative options</p> <p>(agree with the intent of strengthening the Treaty partnership)</p>	<p>8a.</p> <p>All national education agencies share responsibility for upholding Te Tiriti o Waitangi and the rights of the child, and performance is reviewed as part of their annual report.</p>	<p><u>Benefits:</u></p> <ul style="list-style-type: none"> Provides certainty and clarity for education agencies in relation to their responsibility to uphold Te Tiriti o Waitangi and the rights of the child. Supports your intent to review the education legislation against the Māori education strategic framework. <p><u>Costs/risks:</u></p> <ul style="list-style-type: none"> Largely the status quo in terms of education agencies responsibilities in relation to Te Tiriti so may not have type of impact being sought by the Taskforce. There are implications associated with enshrining UN Conventions in domestic law that go much wider than education that would need to be worked through. Additional compliance costs around reporting, although expected to be minor. <p><u>Comment on impact:</u></p> <p>We agree with the intent, but we think that alternative options should be considered that propose wider mechanisms to have a positive impact on strengthening the Treaty partnership and on the outcomes for ākonga.</p>	Nil

Agree/Disagree	Classification	Taskforce Proposed Actions	Analysis (benefits, costs/risks, impacts)	Resourcing Implications
	Recommendation has MOG implications	8b. An Education Support Agency (with Education Support Learning Network offices) is established to partner locally with schools/kura and strengthen ongoing improvement in schooling.		N/A
	Recommendation has MOG implications	8c. The Ministry of Education is reconfigured to prioritise its system leadership role through well-founded policies, strategies, curriculum expertise, and provision of resources, data analysis, and research for continual system improvement.		N/A
	Recommendation has MOG implications	8d. School/kura property services are undertaken by a self-managing entity within or separate from the Ministry of Education.		N/A
	Recommendation has MOG implications	8e. ERO is repurposed and renamed the Education Evaluation Office (EEO) to provide national level evaluation and report on education system progress to support ongoing improvement.		N/A

Agree/Disagree	Classification	Taskforce Proposed Actions	Analysis (benefits, costs/risks, impacts)	Resourcing Implications
Agree/Disagree	Agree to progress	<p>8f.</p> <p>A national Leadership Centre is established and located in the Teaching Council of Aotearoa New Zealand.</p>	<p>Comment repeated from 2a.</p> <p><u>Benefits:</u></p> <ul style="list-style-type: none">○ Increases the focus on the importance of the role of leadership within the system. <p><u>Costs/risks:</u></p> <ul style="list-style-type: none">○ Some of the proposed functions for the Leadership Centre would require new resourcing (such as commissioning new research and funding sabbaticals and scholarships). <p>q 9(2)(f)(iv)</p> <p><u>Comment on impact:</u></p> <p>Could result in improvements to overall quality of leadership within the system in the medium to long term.</p>	Medium
	Recommendation has MOG implications	<p>8g.</p> <p>NZQA works with Curriculum Centre oversight to ensure strong alignment of NCEA assessment and the intentions of the New Zealand curriculum.</p>		N/A