



MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

Community of Learning

Guide for Schools and Kura



This edition of the guide uses the term 'Community of Learning' rather than 'Community of Schools'. This term better reflects the original intention that a Community focus is on the learner's pathway and can involve organisations outside the compulsory education sector. The change reflects the more common usage, but the terms are interchangeable and this guide is relevant to all Communities that have signed or sign a Memorandum of Agreement to access the resourcing provided under the Investing in Educational Success (IES) initiative, regardless of the name used by the Community.

Prior to application and/or initiating an appointment process for any of the Community of Learning roles you should review the terms and conditions for the role in the relevant collective agreement and associated guidelines.

This edition continues to use the term 'teacher (across community) role' which is interchangeable with the term 'between-school teacher'.

The advice in this guide is consistent with that in the previous version, but is updated to include:

1. the addition of the New Zealand Educational Institute Te Riu Roa (NZEI) to the organisations endorsing this advice;
2. minor text changes for internal consistency and improved clarity
3. links to the primary, secondary and area teachers' and principals' collective agreements and their associated agreed guidelines; and
4. a link to the Report of the NZEI and Ministry of Education's Joint Initiative 2015.

Communities should note that there are processes for seeking alternative role arrangements and that they have options including to:

1. allocate up to two leadership expertise allowances to support their Achievement Plan;
2. merge teacher (within-school) roles allocated to primary and area schools into a maximum of two additional (between-school) teacher roles.



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Purpose of this Guide

This guide will walk you through what a Community of Learning looks like, what is required to become a Community and how to get started. It also discusses how a Community of Learning will work in practice and tells you about the available support and advice you may need along the way.

Your local Ministry office will support and advise you throughout the process of establishing a Community of Learning. That support is ongoing throughout the life of the Community. In addition New Zealand School Trustees Association (NZSTA) will have support and resources available for you.

Background

Investing in Educational Success

Investing in Educational Success (IES) is a Government initiative announced in January 2014. Following the release of the Working Group report, the programme has been designed in consultation with sector partners including: New Zealand Post Primary Teachers' Association (NZPPTA), New Zealand School Trustees Association (NZSTA) and the Secondary Principals Association of New Zealand (SPANZ)¹ and the New Zealand Educational Institute (NZEI).²

IES is intended to raise the learning (ako) and achievement of all our children and young people, particularly for ākonga/students that are at most risk of underachieving. IES will enable a system-wide lift for all ākonga/students now, and for the future. IES will lift ākonga/student achievement by:

- encouraging greater collaboration between kura/schools across the schooling system
- recognising, supporting and using professional expertise across the system where it is needed most
- enhancing opportunities for teacher-led innovation of new and good practice, to make clearly visible what is possible, new and exciting.

IES provides resources to help ensure that the work of teachers, tumuaki/principals, Boards of Trustees, and the system as a whole is supported in ways that build teachers' individual and collective capacity to attend to the needs of every student. The evidence shows that when kaiako/teachers engage in collaborative professional problem solving, focused on the impact of teaching on learning (ako) for students, they can deliver significant and sustained improvement in students' educational outcomes.

To support these objectives, IES has been structured and funded to provide targeted tools and resources to build teaching capability and improve learning (ako) and achievement for all students, through the establishment of three initiatives:

- 1. Community of Learning** - creation of three new IES roles to work in their own kura/schools and across the Community of Learning to help them individually and collectively meet their shared achievement challenges. Inquiry Time is made available to assist kaiako/teachers in the Community of Learning to work collaboratively with their colleagues, to inquire into and strengthen their teaching practices and meet the shared achievement challenges of their schools.
- 2. Teacher-led Innovation Fund** - to enable kaiako/teachers to develop innovative and effective practice - in order to improve learning outcomes.
- 3. Principal Recruitment Allowance** - to enable kura/schools most in need that meet the identified kura/school criteria, including a current principal vacancy, to attract highly effective tumuaki/principals who can provide the leadership impact needed to lift ākonga/student achievement.

¹ A full list of those involved can be found at www.education.govt.nz/ministry-of-education/specific-initiatives/investing-in-educational-success/working-with-the-education-sector

² Joint Initiative Governance Group Report <http://www.nzei.org.nz/documents/JI/Joint-Initiative-Working-Party-Report.pdf>

Why Community of Learning?

What is a Community of Learning?

Communities of Learning are groups of kura/schools that come together, along with their communities, to raise achievement for all tamariki and young people by sharing expertise in teaching and learning (ako), and supporting each other. They focus on the compulsory educational pathway, but can also engage with early childhood and post secondary education to fully include the learning (ako) journey children and young people will take.³

A Community of Learning will work with the students, parents, families, whānau, iwi and other communities within its catchment, as the support and involvement of these groups is essential for the Community of Learning to progress towards its goals.

Gains from Participating in a Community of Learning

Communities of Learning will drive the spread of effective teaching and leadership practice across the system to make a more positive difference for ākonga/students, more quickly.

Taking part in a Community of Learning will give kura/schools new opportunities to bring their collective expertise to bear on the achievement challenges affecting their wider educational community, right across students' learning pathways. With Communities of Learning working across the system we will see effective practice increasingly becoming common practice, with leaders and kaiako/teachers seeking out evidence-based professional knowledge and keen to share their expertise widely.

When your group of kura/schools begins the Community of Learning journey, together with ākonga/students, parents, whānau, family, community and iwi, the first steps are:

- Establish a shared key reason(s) change is necessary
 - look at what might be driving patterns of ākonga/student achievement
 - decide on your collective strategy for responding to the needs you want to address.
- Decide how to work together effectively to accomplish your Community's goals, by:
 - putting in place stewardship, governance and management structures
 - determining processes to support you to do this.
- Make appointments to the three roles that:
 - fit with your strategy for responding to your achievement challenges
 - ensure that the right expertise goes where it is needed.

This stage will create the foundations for collective responsibility and accountability across your Community of Learning:

- working out how to gauge progress on your Community's goals
- putting in place review processes to allow you to adjust course if things aren't going as planned.

Doing all this well will depend on using evidence effectively so you can grow a shared culture of effective inquiry and evaluation.

These are the conditions you will need for effective joint action. With these tasks in place, changes for individual kura/schools and across the Community will become apparent, such as:

- more collaborative inquiry and knowledge building
- new roles working well alongside existing roles
- a greater focus on ākonga/learners with priority needs
- strengthened leadership and teaching and learning (ako) practices
- Community of Learning's goals shaping kura/school priorities and decisions about allocating resources.

³ While engagement with early childhood and/or post-secondary education organisations is not a prerequisite for becoming a Community of Learning, such engagement is strongly recommended.

Over time, you'll start to see the impact of being in a Community of Learning. You will notice:

- solid evidence driving your collective goals
- goals firmly focused on accelerating the learning (ako) and progress of ākonga/students most at risk of underachievement
- forging new relationships across your students' learning pathway creating more seamless transitions for them
- collective leadership and teaching capability grows and consolidates
- teachers and leaders working together across kura/schools
- sharing of ideas and expertise across your and other Communities
- strategic use of joint resources, skills and capability to make a collective impact on your achievement challenges.

The hallmark of your mutual commitment will be sharing responsibility and accountability for the outcomes of all the ākonga/students in your Community of Learning.

The new Community of Learning's roles will provide support and guidance to colleagues to help them individually and collectively meet their shared achievement challenges. These roles provide the opportunity for kaiako/teachers and leaders to use their professional skills in roles focused on classroom practice and the impact of teaching on learning.

'...disciplined approach to collaborative inquiry, resulting in new learning and new action, that educators, learners, their families and involved community members will gain the confidence, the insights, and the mindsets required to design new and powerful learning systems.'

(Timperley, Kaser & Halbert)



How is a Community of Learning formed?

There are some steps to fully forming a Community of Learning.

OVERVIEW - FORMING A COMMUNITY OF LEARNING

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NZSTA can provide support with these first steps

Is a Community of Learning right for us?



BOARD OF TRUSTEES

BOT completes an Expression of Interest



WHĀNAU & COMMUNITY



SCHOOL & TEACHERS



BOARD OF TRUSTEES, PRINCIPALS

We need to develop our proposed Community of Learning

We'll support you to form a Community of Learning



MoE REGIONAL OFFICE

Minister gives approval to become a Community of Learning

PAGE 9-11



NZSTA can help facilitate these discussions

Initial payment of Formation and Maintenance Allowance



WHĀNAU & COMMUNITY



SCHOOL & TEACHERS

We will work together, and agree on the challenges affecting our students learning and how we'll address them

COMMUNITY OF LEARNING

Agree how you will work together

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SCHOOL & TEACHERS



WHĀNAU & COMMUNITY

We need to decide how we will organise our Community of Learning and cement our commitment to work together

COMMUNITY OF LEARNING




BOARDS OF TRUSTEES


Create an Achievement Challenge Plan

Sign a Memorandum of Agreement

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NZSTA can provide guidance and support for this process



COMMUNITY OF LEARNING SELECTION PANEL

It's time to appoint the new roles



Appoint the Community of Learning's Roles



COMMUNITY OF LEARNING



Community of Learning receives resource allocations and begins operating as a Community working towards its goals

Becoming a Community of Learning

Deciding to be in a Community of Learning

Individual kura/schools make the decision to form or participate in a Community of Learning. It is up to each kura/school to decide that joining a Community of Learning is right for them. If you know other schools you would like to form a Community with, you can contact them directly. If not, individual kura/schools can contact their local Ministry office for help with suggestions for a potential Community of Learning they might like to join. While any type of school, educational institution, group or organisation may participate in a Community of Learning, only state and state-integrated schools are eligible to receive the associated resources and allowances.

When deciding to form a Community of Learning, remember that to be approved the Community will need to:

- reflect the educational pathway of your students
- include around ten kura/schools
- have a geographic basis
- be committed to a focus on ākonga/student achievement.

NZSTA can provide support with these first steps. Special situations will be considered on a case-by-case basis. The Ministry will analyse the pathway for the ākonga/students in the proposed Community of Learning along with other factors.

Our School is already part of a network/cluster

Your kura/school may already be part of a network or cluster. These professional groups do great work and it is likely that such a grouping will translate well into a Community of Learning. This will depend on how well it already reflects the educational pathway from primary through to secondary level. The process for becoming a Community of Learning is the same. However, the nature of the processes and approaches within the existing network may affect the speed at which it can move from formation through to the planning and implementation stages.

Register your interest

Once you have determined you are interested in forming or participating in a Community of Learning you can let the Ministry of Education know by completing and submitting an Expression of Interest (EOI).

A form is available online⁴.

When completed, email your form to ies.team@education.govt.nz

Or post to:

Investing in Educational Success
Ministry of Education
PO Box 1666
Wellington 6140.

We've submitted an EOI, what happens now?

Expressing your interest in becoming or participating, in a Community of Learning is the first step. Upon receiving an EOI a local Ministry representative will contact and liaise with the kura/schools in the proposed Community of Learning to provide support and share information specific to that proposed Community. This may involve group and/or individual meetings with the kura/schools.

We will assist the Boards of Trustees and tumuaki/principals to understand their role within a Community of Learning, and indicate whether the proposed Community of Learning meets the following criteria for formation:

⁴ www.education.govt.nz/ministry-of-education/specific-initiatives/investing-in-educational-success/#communitiesoflearning

- 1. The proposed Community of Learning reflects the educational pathway:-** Each Community of Learning will represent the learning pathway of the student. In this way, Communities of Learning will support stronger transitions into, between, and out of primary, intermediate (if appropriate) and secondary schools within the Community. The Ministry will support proposed Communities of Learning to identify the educational pathway in their composition.
- 2. The proposed Community of Learning has a focus on ākonga/student learning:-** Particular consideration of the needs of those ākonga/students within the Community of Learning who are most at risk of underachievement as evident in school-level data and evidence. System-wide data tells us that Māori and Pasifika students, ākonga/students with special education needs, and those from low socio-economic backgrounds are disproportionately represented amongst those most at risk. Consider how this focus could be reflected in the proposed Community of Learning's shared achievement challenges and also within individual schools' plans.
- 3. The proposed Community of Learning is a viable size:-** (average of ten schools, normally around eight to twelve kura/schools) There will be some proposed Communities of Learning that have fewer or more than ten kura/schools. The Ministry will work alongside these proposed Communities of Learning to support them to identify other kura/schools that may be appropriate and willing to be included in their proposed Community of Learning. Proposed Communities of Learning with low or high numbers will be supported to adjust the size of their Community. There may be particular circumstances where a smaller or larger Community of Learning is practical.
- 4. The proposed Community of Learning's geographical proximity:-** It is expected that Communities of Learning will have a geographical similarity; but, this does not preclude other formations, such as isolated schools being part of a Community of Learning. As all schools are progressively equipped with high-speed broadband, all Communities of Learning, but especially those that include isolated schools, will be able to use digital technologies to support collaboration. There may be some proposed Communities of Learning that legitimately do not fit this criterion.

There may be some proposed Communities of Learning that do not fit the criteria for sound reasons. These special situations will be considered on a case-by-case basis.

Your local Ministry representative will also explain:

- the new roles to be appointed within a Community and their purpose
- the resourcing process for the proposed Community of Learning
- the purpose and allocation of the Inquiry Time resource.

Where the proposed Community of Learning is an existing network, we will help the kura/schools in identifying any differences in their current professional network approach and develop a collective approach that will facilitate the formation of a Community of Learning.

There is an expectation that Communities of Learning will be inclusive of their wider communities, especially parents and whānau. An important part of the process will be to establish how and when parents, families, whānau and iwi can be involved in each step. These and other invested groups are part of the community you need to work with. Your ability to do this well will assist you in setting and achieving the goals of your Community of Learning.

When is a Community of Learning approved?

The conversations the local Ministry representative will have with you include determining if the formation of the proposed Community of Learning can be recommended. This recommendation is then verified and forwarded to the Secretary for Education and then to the Minister of Education for approval to form the Community of Learning. Final approval rests solely with the Minister.

Establishing a Community of Learning

Now that your Community of Learning has approval to form, there are a few things you will need to do to fully establish the Community:

- Spend time working with all groups in your community to develop a shared vision for ākonga/students
- Decide how the different parts of your Community of Learning will work together.
- Identify your shared achievement challenges and create a plan to address them.
- Establish how it will operate as a Community.
- Decide how, throughout these steps and ongoing processes, you will involve parents, family, iwi and the wider community.
- Decide how you will document and share your learning as a Community.

The following information explores these tasks in more detail and provides some advice. NZSTA can also help facilitate these discussions. The tasks will lead to the completion and signing of a Memorandum of Agreement between the participating schools, to cement your agreement to work together. This is also the time to consider any agreements that you wish to formalize with ECE and post-secondary education providers, and any other organisations in your Community of Learning that are outside the compulsory education sector. This would include the achievement challenge, privacy protocols, variations to the achievement plan and agreement of how all those involved will work together.

To help with the costs involved in these activities, a formation and maintenance allowance is automatically paid to all schools within a Community of Learning, following approval to form.

How will we work together?

The effectiveness of any group greatly depends on the people within them having a good understanding of how to work together. This will be particularly true for schools that are new to each other. Working together effectively means finding deliberate ways of building collaboration as well as developing systems and processes to make it work. Good collaborative practices will assist you in setting out how to operate in a way that will support in progressing towards your collective goals.

At this stage it may be beneficial to seek support from a facilitator from outside your Community of Learning. This is one way your local Ministry office can help through the initial phases of setting up your Community of Learning.

The *Tips and Starters* document provides information on good collaborative practice.

What is an achievement challenge?

Achievement challenges are things that significantly affect the chances for ākonga/students to be successful in realising the outcomes expected by the education system.

The New Zealand Curriculum (NZC) and/or Te Marautanga o Aotearoa expects every ākonga/student to be encouraged and well supported to become:

- confident (positive in their own identity, motivated and reliable, resourceful, enterprising and entrepreneurial, resilient)
- connected (able to relate well to others, effective users of communication tools, connected to the land and environment, members of communities, international citizens)
- actively involved (participants in a range of life contexts, contributors to the well-being of New Zealand – social, cultural, economic, and environmental)
- lifelong ākonga/learners (literate and numerate, critical and creative thinkers, active seekers, users, and creators of knowledge, informed decision-makers).

Te Marautanga o Aotearoa (TMoA) expects every ākonga to be encouraged and well supported to:

- grow up as competent and confident ākonga/learners and communicators in the Māori world, healthy in mind, body and soul and secure in their identity and sense of belonging
- have the skills and knowledge to participate in, and contribute to Māori society and the wider world.

Although IES is not a standalone solution to the achievement challenges for those ākonga/students most at risk of underachievement, it is a systematic approach to these achievement challenges. IES will empower Communities of Learning to identify priorities, build capability within and across kura/schools, and use resources in ways that contribute to shared objectives for raising ākonga/student achievement.

Identifying your achievement challenges

As a Community of Learning you will be working together to identify the achievement challenges that your evidence suggests are a priority. These challenges should be common to all or most of the schools within the Community of Learning, but may be apparent in different ways in different schools and across the learning pathway. You may find challenges are interlinked in some way, so that you identify a main challenge and a number of smaller ones that support it.

When identifying your achievement challenges, asking the following questions may help you get started:

- What is our vision of success for our ākonga/students?
- What are the common challenges and concerns about the progress and achievement of ākonga/students in your school?
 - What is the evidence for these?
- What do you know about possible reasons for these challenges?
 - How do we know this?
- What are the implications for learning (ako), teaching and professional leadership?
- What are the common challenges across our Community of Learning?
 - Which is best to focus on in the short, medium and longer term?
- What support will be needed and what resources are available for the process?
- How will the achievement challenges be reflected in each individual school's Charter?

It is expected that you will have a number of achievement challenges, and we encourage your Community of Learning to identify about three to five challenges that you need to address. Understanding the links and other reasons for the challenges will help you fully develop what the achievement challenges are, and set out your goals and objectives toward addressing them. Use the Basket of Evidence to help identify the achievement challenges and the supporting evidence. Information on the Basket of Evidence can be found in Appendix 1 of the *Tips and Starters* document.

Ministry staff will be able to support this process through providing information and advice. In addition the *Tips and Starters* document may also be helpful.

PRIVACY PROTOCOL

Identifying your achievement challenges may necessitate the sharing of information about your ākonga/students within your Community of Learning. You will need to maintain your students' privacy at all times. Adopting a privacy protocol will safeguard the privacy of all involved. This protocol will form part of your Community of Learning Memorandum of Agreement. It is provided in Appendix 1 of this document.

Developing your shared achievement challenges plan

Once you have agreed on the achievement challenges to focus on, you will need to determine a plan to guide how you will organise the Community's resources to meet the objectives and goals of your achievement challenges.

This plan needs to cover:

- what you will do
- how resources will be assigned
- how progress will be measured
- when progress will be measured.

It is recommended that this forms part of the Memorandum of Agreement between the schools within your Community of Learning.

Answering the following key questions will help with developing your plan:

- What goals do we want to work towards? (Try to keep them SMART: Specific, Measurable, Achievable, Realistic, Timely).
- What actions will address the reasons for each challenge?
 - Are they within the control of kaiako/teachers, kura/school leadership or the Community?
 - Are they (ultimately) about improving ākonga/student learning (ako) and achievement?
- How will we work together?
- What responsibilities will different people have?
 - What about responsibilities for those in new roles?
- How will children and young people be involved?
- How will we ensure parents, whānau and communities are involved?
- How will the achievement plan be reflected in our individual schools planning?
- How and when will we measure and evaluate progress?
- How will we share the things we learn?

Tips and Starters demonstrates one possible way of developing a shared plan that responds to the agreed achievement challenges in a Community of Learning. Your Community of Learning may develop alternative ways or adapt this approach to suit your situation.



How should we organise ourselves?

The new roles and resources that come with being a Community of Learning are intended to improve outcomes for ākonga/students as set out in your achievement plan. Your Community of Learning will make decisions about how and where to prioritise the use of those resources to support your achievement plan. An effective, agreed means of operating and clarifying responsibilities within and across the Community of Learning will help ensure decisions are made in the best interests of ākonga/students. Using this approach will also mean that resources and effort are appropriately focused where they are needed most: on those ākonga/students affected by the agreed achievement challenges and their teachers.

Establishing this operating structure will support you in setting challenges, developing and implementing your plans, and helps ensure you have an effective means of monitoring your progress.

Your Community of Learning needs to consider how they will include, inform and consult Boards, tumuaki/principals, kaiako/teachers and other staff in this process, as well as parents, family, whānau and iwi. It is important these groups are actively included in the Community of Learning to support progress towards its shared goals.

Communities of Learning can link with other education organisations to improve pathways and transitions for ākonga/students moving through the education system, from early childhood to tertiary and the workplace.

As your Community of Learning begins to operate, a wide range of people will become involved for varying levels of time and intensity. These people will range from those responsible for day-to-day activities, through to those leading planning and monitoring, and the engagement of students, parents, whānau, and the wider community, for their views and expertise. You will need to develop clear and effective systems for communicating with and reporting to these groups who have a real interest in your progress.

It is up to you as a Community of Learning to determine the best operating model for you, and establish good collaborative practices to support that model. There is more advice on developing processes and structures for operating a Community of Learning in the *Tips and Starters* document.

Completing the Memorandum of Agreement

Once your Community of Learning has identified your initial achievement challenges and is ready to proceed, this will be recorded in a Memorandum of Agreement ('Agreement'). This document is an Agreement between the schools within the Community of Learning, regarding how you will work together and the goals you are working towards together. This is an important document which ensures that all schools within the Community of Learning have an agreed understanding of their commitment to the Community of Learning. A writing guide for the Agreement, with the wording of clauses for inclusion, is available on our website.

Generally, an Agreement sets out:

- the period of the Agreement
- the agreed initial achievement challenges and the plan to address them (which is included as an appendix)
- how individual schools will reference the work of the Community of Learning in their charters
- how parents, family, whānau and iwi are involved
- the agreed operating structure for the Community (again in an appendix)
 - the systems for monitoring and review, along with a plan to communicate your progress to interested parties
 - the processes to manage the implementation of the plan and resources.

The Agreement must include:

- the privacy protocol (as per appendix 1)
- notice requirements for any changes (variations) to the Community of Learning.

The Memorandum of Agreement is signed by the:

- chairperson of the Board of Trustees for each school
- tumuaki/principal for each school.

A signed copy of the Memorandum of Agreement, including all appendices, is then sent to the Ministry. Once received, the Ministry will confirm the resource available to each kura/school within the Community of Learning.

Appoint the Community of Learning roles

As part of the initiative the details for the three new roles have been agreed between the Ministry, SPANZ, NZPPTA and the NZSTA to support the Community of Learning in undertaking its activities. This section describes the three new roles and how to appoint them.⁵

Prior to application and/or initiating an appointment process for any of the roles you should review the terms and conditions for the role in the relevant collective agreements and associated guidelines. Further information is available in the *Role Selection and Appointment Information* booklet.

Understanding the new roles

Within a Community of Learning there are three new roles: the leadership role, the teacher (across community) role and the teacher (within school) role. In any Community of Learning only one leadership role is available. The number of the other roles is determined by the size of the Community of Learning.



For the teacher (within school) role, some schools allocate the whole number of roles from within the teachers at that school. However, some schools will generate part of a role. These fractional components across the Community will be aggregated.

- ⁵ **Primary Teachers' Collective Agreement** <http://www.education.govt.nz/assets/Documents/School/Collective-Employment-Agreements/Primary-Teachers-Collective-Agreement/PTCA-2016-2018.pdf>
- Secondary Teachers' Collective Agreement** <http://www.education.govt.nz/assets/Documents/School/Collective-Employment-Agreements/Secondary-Teachers-Collective-Agreement/SecondaryTeachersCA20152018.pdf>
- Secondary Teachers' within school guidelines** <http://www.education.govt.nz/assets/Documents/School/Collective-Employment-Agreements/Secondary-Teachers-Collective-Agreement/STCACoSwit30092014.pdf>
- Secondary Teachers' across community guidelines** <http://www.education.govt.nz/assets/Documents/School/Collective-Employment-Agreements/Secondary-Teachers-Collective-Agreement/STCACoSacross30092014.pdf>
- Area School Teachers' Collective Agreement** <http://www.education.govt.nz/assets/Documents/School/Collective-Employment-Agreements/Area-School-Teachers-Collective-Agreement/ASTCA-2016-2019.pdf>
- Area School Teachers' within school guidelines** <http://www.education.govt.nz/assets/Documents/School/Collective-Employment-Agreements/Area-School-Teachers-Collective-Agreement/ASTCACwithin29042016.pdf>
- Area School Teachers' across community guidelines** <http://www.education.govt.nz/assets/Documents/School/Collective-Employment-Agreements/Area-School-Teachers-Collective-Agreement/ASTCACacross29042016.pdf>
- Primary Principals' Collective Agreement** <http://www.education.govt.nz/assets/Documents/School/Collective-Employment-Agreements/Primary-Principals-Collective-Agreement/Primary-Principals-Collective-Agreement-2016-2018.pdf>
- Secondary Principals' Collective Agreement** <http://www.education.govt.nz/assets/Documents/School/Collective-Employment-Agreements/Secondary-Principals-Collective-Agreement/SPCA-2016-2019.pdf>
- Secondary Principals' community leadership role guidelines** <http://www.education.govt.nz/assets/Documents/School/Collective-Employment-Agreements/Secondary-Principals-Collective-Agreement/SPCACSLR300914.pdf>
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- Area School Principals' community leadership role guidelines** <http://www.education.govt.nz/assets/Documents/School/Collective-Employment-Agreements/Area-School-Principals-Collective-Agreement/ASPCACLR170516.pdf>

For example:

School A has an entitlement of 1.2 roles.

School B has an entitlement of 0.8 roles.

In the example above these components (0.2 and 0.8 of a role) form one role. It will be up to the Community of Learning leadership to determine which kura/school within the Community will receive the role.

The purpose of the new roles is to support improvement in ākonga/student achievement and wellbeing, by strengthening teaching and leadership practices. These new roles will allow kaiako/teachers and leaders to use their skills and knowledge in new ways to facilitate professional problem solving activity with colleagues. Teachers in the new roles will be given time and support to develop and encourage sharing of effective practices that improve educational achievement for children and young people. Ākonga/students will benefit from the professional collaboration because kaiako/teachers will be better able to learn from and implement knowledge, skills and practices from across the Community of Learning. Kaiako/teachers and kura/school leaders in these new roles will learn with and from their colleagues in cycles of inquiry and improvement. Each of these roles receives an allowance and time for the additional duties they are undertaking.

How do these add value to the roles we already have?

Resourcing strategically is one of five key dimensions derived from a detailed examination of the impact on ākonga/student outcomes of particular leadership dimensions in the School Leadership and Student Outcomes: *Identifying What Works and Why – Best Evidence Synthesis*.⁶

Leadership is exercised through obtaining and allocating material, intellectual, and human resources. This dimension is not about securing resources per se but about securing and allocating resources that are aligned to pedagogical purposes. At all levels of the education system, leaders play a vital role in working with kaiako/teachers to identify and develop appropriate teaching and learning resources and in ensuring that these are readily available.

Leaders use clear criteria to identify and obtain resources that are aligned to pedagogical and philosophical purposes. They also strive to ensure sustained funding for pedagogical purposes by, for example, prioritising or rationalising expenditure. Alignment of resources extends to recruiting appropriate staff and developing the kinds of expertise needed to achieve important goals.

The three new roles for Communities of Learning offer significant new opportunities for collaborating for improvement. Existing roles in schools will also contribute to the expertise required to achieve the Community's goals. The examples were developed by the IES Working Group and can be found on p.52 of the full Working Group report⁴. This can be used as a starting point to think about your Community of Learning's own context and how existing roles can be used alongside, and in a complementary way with the new roles, to support the kura/school and the Community of Learning's goals

COMMUNITY OF LEARNING LEADERSHIP ROLE

The purpose of this new role is to:

- offer leadership in building productive collaboration within its Community of Learning
- facilitate the ongoing development and implementation of the Community of Learning achievement plan
- support the professional growth of leaders and kaiako/teachers
- offer leadership in the use of professional expertise across schools in a Community of Learning to meet shared achievement objectives in collaboration with other tumuaki/principals in the community.

⁶ www.educationcounts.govt.nz/_data/assets/pdf_file/0015/60180/BES-Leadership-Web-updated-foreword-2015.pdf

Building productive collaboration within a Community of Learning is a critical responsibility that helps the Community of Learning develop and meet its shared ākonga/student achievement challenges.

As well as modelling highly effective practice in their own school, the person in the Community of Learning leadership role will facilitate collaborative, professional activities across their Community of Learning. They will play a lead role in planning, coordinating and facilitating the work of the Community of Learning as a whole and the other Community of Learning teacher roles.

It is expected that a tumuaki/principal will be appointed to the role but where a Community cannot select one principal from the Community for the role, it can apply for approval from the Secretary for Education for alternative arrangements⁷.

It is prerequisite that applicants for this role will have:

- current employment within the Community of Learning
- a current practising certificate
- met professional standards relevant to their current position.

An additional pre-requisite for primary principals is that they have met the Experienced Principal criteria of the Primary Principals' Career Structure.

COMMUNITY OF LEARNING TEACHER (ACROSS COMMUNITY) ROLE

The purpose of this new role is to:

- promote best teaching practice across a Community of Learning
- strengthen the use of effective inquiry approaches to teaching and learning (ako) across schools in a Community of Learning to achieve the shared achievement objectives.

This new role enables kaiako/teachers who have demonstrated highly effective practice to make themselves available to colleagues across their Community of Learning. These kaiako/teachers will use their expertise to work with colleagues to identify and address problems of professional practice. They will work closely with the Community of Learning leadership role and those appointed to the within kura/school role to focus their efforts on meeting the Community of Learning's shared achievement challenge.

It is prerequisite that applicants for this role will have:

- current employment as a kaiako/teacher within the Community of Learning
- a current practising certificate
- recent educational leadership experience relevant to the role
- met professional standards relevant to their current position.

COMMUNITY OF LEARNING TEACHER (WITHIN SCHOOL) ROLE

The purpose of this new role is to:

- promote best teaching practice
- strengthen the use of an inquiry approach to teaching and learning (ako) to achieve the shared achievement objectives.

This new role will provide a dedicated point of reference for kaiako/teachers as they address problems of practice in order to lift ākonga/student achievement. The role will offer guidance for kaiako/teachers as they develop their own capabilities by making explicit effective approaches to teaching as inquiry. Kaiako/teachers in this new role will demonstrate and discuss how they draw on a range of professional resources to adapt what they do and

⁷ Refer to footnote 5 and www.minedu.govt.nz/theMinistry/EducationInitiatives/InvestingInEducationalSuccess/Report/Part1

incorporate innovative strategies in response to ākonga/student needs and strengths. They will work directly with other kaiako/teachers including those who come from other schools in their Community of Learning to help identify and respond to challenges in practice and support the Community of Learning's objectives.

It is prerequisite that applicants for this role will have:

- current employment as a kaiako/teacher within the school
- a current practising certificate
- recent teaching experience relevant to the role
- met professional standards relevant to their current position.

Full role description and the National Criteria for these roles is provided in the *Role Selection and Appointment Information* document available on our website.

Local criteria

As part of the selection process you will determine what criteria you need to add to each role's requirements to ensure those appointed will have the knowledge, skills and understanding needed to help meet the goals you have set within your achievement challenge plan. This is referred to as the 'local criteria'.

How do we select and appoint for these roles?

The selection and appointment of kaiako/teachers and tumuaki/principals to the new roles is one of the most important tasks for Communities of Learning. The effectiveness of these appointees will be critical to the success of the Community of Learning in lifting ākonga/student achievement and the whole Community of Learning will need to support the selection and appointment outcomes. It is important that a record of the processes used and decisions made are kept to ensure transparency. NZSTA HR Advisers are available to provide guidance and support this process.

There are a number of groups that have a role within the selection and appointment process:

- Community of Learning/Selection Panel
- Independent Adviser
- Applicant's employing Board of Trustees.

This section will briefly explain the role these groups have in the selection and appointment of each of the roles.

ROLE OF THE EMPLOYING BOARD OF TRUSTEES

The current employing Board retains responsibility for appointing each principal or kaiako/teacher selected for the new roles.

The process is premised on applicants willing to make applications and their Boards agreeing to applicants putting their names forward for appointment. The employing Board of Trustees:

- appoints the successful applicants to the leadership role and the teacher (across community) role as advised and affirmed by the selection panel and endorsed by the independent adviser
- has sole responsibility for selecting and appointing successful applicants to the teacher (within school) role.

The Board of Trustees must consider whether to endorse the application of any member of its staff applying for a Community of Learning leadership role or a teacher (across community) role. This ensures the Board is aware of, and is willing to accept and support its principal or kaiako/teacher to effectively carry out the functions of the new role should they be a successful applicant.

ROLE OF THE COMMUNITY OF LEARNING/SELECTION PANEL

The first steps are to decide on the selection process that you will use and to establish who will be on the Community of Learning Selection Panel. It is up to the Community of Learning to decide who will be on the Selection Panel from within the participating schools and the wider community.

However, it must include:

- representatives from Boards of Trustees and from tumuaki/principals
- at least one adviser from the national panel of independent advisers to ensure applicants are assessed as having met the national criteria for the role.

The role of the panel is to:

- ensure applicants have met the national criteria and the local criteria before being selected
- identify and manage any actual or perceived conflicts of interests for panel members, including ensuring that applicants for a role are not on the selection panel considering applicants to the role for which they are applying.

As the strengths, needs and capacity of every Community of Learning will be different each will need to develop its own approach to the selection processes and will develop its own local selection criteria to sit alongside the national criteria which has been developed to reflect the values, knowledge and capabilities needed for effective practice in each of the new roles. Members of the selection panel will use their knowledge, skills and experience to assess the applicants against all criteria and select the person best suited to the leadership and both Community of Learning teacher roles.

ROLE OF THE INDEPENDENT ADVISER

The independent advisers are a pool of people on a national panel. This panel has been appointed through a process involving the Ministry of Education and our sector partners including NZPPTA and NZSTA. The panel members are contracted by the Ministry of Education to provide a service to Community of Learning selection panels and to support appraisal, review and reappointment of people in these roles. They are managed by a national panel chairperson.

A key responsibility of the independent adviser is to ensure those appointed to the new roles have met the national criteria for the relevant role. Advisers have the requisite knowledge and expertise to affirm that applicants have satisfactorily shown that they meet the national criteria.

Advisers will only participate as members of selection panels for the Community of Learning leadership role and Community of Learning teacher (across community) role.

The chair of the independent panel maintains a register of the profiles, location and availability of independent advisers for Community of Learning leadership role and Community of Learning teacher (across community) role selections.

Having received the signed Memorandum of Agreement, the Ministry will advise the chair of the independent panel of your formation as a Community of Learning. They will then ensure the appropriate adviser(s) is appointed taking into consideration:

- geographic proximity, capabilities and characteristics of panel members
- knowledge and understanding of the Community of Learning achievement plan
- availability.

Differences between the functions of the selection roles and processes

For each of the three new Community of Learning roles, there are slight differences in the selection and appointment processes and the functions of the roles involved. This section explains these differences in more detail.

Summary of the key roles in the selection and appointment process for each of the three new roles:

| | Community of Learning Selection Panel | Independent Adviser | Employing Board of Trustees | Community of Learning Leadership Role (once appointed) |
|--|--|---|--|--|
| Community⁸ of Learning leadership role | Selects, assesses and affirms best fit for the role particularly in regard to local criteria | Affirms shortlisted applicants meet the national criteria | Consents to its staff member applying for role. Appoints the preferred candidate | N/A |
| Community of Learning teacher (across community) role | Selects, assesses and affirms best fit for the role particularly in regard to local criteria | Affirms shortlisted applicants meet the national criteria | Consents to its staff member applying for role. Appoints the preferred candidate | Selects, assesses and affirms best fit for the role particularly in regard to local criteria |
| Community of Learning teacher (within school) role | N/A | N/A | Selects and appoints the preferred candidate | |

Staff from local offices of the Ministry of Education will be available to support Communities of Learning as they get underway and the New Zealand School Trustees Association (NZSTA) can assist with the selection and appointment processes.

Full details regarding the functions of these roles and the selection process is provided in the *Role Selection and Appointment Information* document available on our website.

What resources and allowances are available?

Resources have been agreed to support the activities of the Community of Learning.

| What | Description | Calculation |
|--|---|--|
| Formation & Maintenance Allowance | Payment made to each Board to meet costs associated with forming and maintaining your Community of Learning | An annual payment per kura/school of \$1,000 (the first payment made at the time of approval to form a Community of Learning) |
| Networking and induction allowance | Each kura/school that appoints one of the new Community of Learning roles will receive funding towards the costs of induction and networking. The funding is released to the kura/school who appoints the role | \$1,000 for the Community of Learning leadership role \$750 for each Community of Learning teacher (across community) role \$400 for each Community of Learning teacher (within school) role |
| Release Time | The kura/school employing staff into new roles will be allocated release time. This is to ensure that the kura/school can release these kaiako/teachers to fulfil the expectations of their new roles in the Community of Learning | 0.4 FTTE* per Community of Learning leadership role 0.4 FTTE per Community of Learning teacher (across community) role 0.08 FTTE per Community of Learning teacher (within schools) role |
| Inquiry Time | The purpose of inquiry time is to support kaiako/teachers to take time to undertake structured opportunities to access, observe, collaborate and reflect with Community of Learning kaiako/teachers across Communities and within schools | Is a FTTE based calculation 50 hours for every 10 FTTE, with a minimum of 50 hours per school |
| Travel Grant | Cover travel costs for those roles working across your Community of Learning | Calculated using a number of factors and paid to schools who appoint the leadership & teacher (across community) roles |

*FTTE: Full Time Teacher Equivalent

⁸ Note. A decision on whether to allocate a leadership expertise allowance(s), and if so to whom, rests solely with the Community of Learning governance body.

Life cycles within a Community of Learning

Just like any other organisation, a Community of Learning will have a natural life cycle that it goes through. This section covers what that cycle looks like and provides greater detail on some of those areas.

There are two cycles in a Community of Learning working together to support the Community operating effectively and successfully: firstly that of the new roles within the Community (explained in the following 'appraisal' section); and secondly that of the Community of Learning working towards its goals. This outer cycle involves the usage of an inquiry cycle to implement, monitor, share, review and refine the plan your Community has developed.

Affirm and plan

This is where the schools within a Community affirm that they will work together, plan the way they will operate and define the goals they will work towards.

Affirm and Plan comes back around at the end of the term for which the Memorandum of Agreement was signed. Each cycle of a Community of Learning will begin with all schools participating within it, working to refine the focus of the next cycle, planning to address it and affirming agreement to do so.

Implement the plan

The Community needs to work to implement the agreed plan to start working towards its goals. Implementing the plan is a long term activity. How long it takes will depend on the strategies within the plan and the effectiveness of its implementation.

Monitor and share

Your Community of Learning will monitor its progress against its achievement challenge plan periodically during implementation, to check to see if you are on track to meet its success criteria. Your plan for monitoring will have been decided and documented including how you will share information on your progress with the schools within your Community along with students, parents, family, whānau, iwi and the wider community.

Review and refine

Once the implementation of your plan is underway, you will need to establish checkpoints to review progress and the impact of your activities: i.e. have you met your success criteria? This will use the agreed measures e.g. a change in the evidence you used to support identification of your achievement challenges. This review is different from that at the monitoring stage in that this is your chance to evaluate the evidence in light of the work you have been doing and refine your approach, as required.

It is important that at all monitoring and review points you engage with the Boards of Trustees within your Community, parents, family, whānau, iwi, and the wider community, both as part of the review process, and the sharing of findings from that review.

LIFE CYCLES: COMMUNITY OF LEARNING



The results of this should be used to ascertain how well your Community of Learning is working, and to modify how you will work in the future by using what you have learned. While it is important to look at results at a Community of Learning level, it is equally important that Boards of Trustees of schools within the Community use this information to assess how well the Community of Learning is working for their individual school.

Changes to the make-up of the Community of Learning

It is expected that over time the composition of a Community will change as ultimately - membership to a Community of Learning is voluntary and may change. However, the criteria to be approved as a Community of Learning must still be met despite any change in participating schools.

As the resources in a Community of Learning are determined by the full time teacher equivalent staff of the schools within the community, when a kura/school leaves or joins a Community of Learning the allocation of roles and the resources/allocations will need to be re-determined. When there is a change to the composition of a Community of Learning the Ministry of Education is to be informed of this prior to the change taking effect.

The Ministry will then advise the Community of Learning's leadership how this change will impact the resources and roles allocated to the Community of Learning.

Changes to the composition of the Community of Learning will also require an amendment to the list of signatories on the Memorandum of Agreement for that Community of Learning.

Leaving a Community of Learning

Where a Board elects to leave a Community of Learning, there is a defined time when this must be done. The Board will need to provide notice no later than the end of term two with the departure from the Community of Learning taking effect from the start of the following school year. This does not preclude a withdrawing kura/school from participating in another Community of Learning without resourcing during this period of notice.

Boards need to be mindful of any potential impact on the employment arrangements/agreements of staff where staff are employed in one of the three new roles.

Joining a Community of Learning

Schools may join a Community of Learning at any time. The joining kura/school will need to be included in the Memorandum of Agreement for the Community of Learning. On receipt of a signed Memorandum of Agreement the Ministry will re-determine the resourcing allocation based on the additional Full Time Teacher Equivalentents at the new kura/school and advise the Community of Learning's leadership. Any change in resources, approved to be provided to the Community will take effect from the start of the following calendar year.

Schools can choose to participate in another Community of Learning, even if they are not formally part of that Community of Learning. However the Ministry can only account for the schools FTTE at one Community of Learning for the purpose of calculating resource allocation.

Appraisal, review and reappointment of leadership and teacher roles

High quality appraisal for people in the new roles can help support them to be effective and to develop their practice in ways that help raise achievement for every ākonga/student in the Community of Learning. This section explains the appraisal, review and reappointment processes and the different responsibilities of the involved parties.

Different roles in appraisal and review/reappointment

The selection, appointment, appraisal and reselection of the new roles are conducted by different parties as shown in the following table.

| | Select | Appoint | Appraise | Review/Reappoint |
|--|--|-----------------------------|--|---|
| Community of Learning leadership role | Community of Learning Selection Panel, Independent adviser | Employing Board of Trustees | Employing Board of Trustees with Independent adviser and input from Community of Learning | Independent adviser and employing Board of Trustees |
| Community of Learning teacher (across community) Role | Community of Learning Selection Panel, Independent adviser | Employing Board of Trustees | Employing Board of Trustees with Independent adviser with input from Community of Learning leadership role | Independent adviser and employing Board of Trustees |
| Community of Learning teacher (within school) role | Employing Board of Trustees | Employing Board of Trustees | Employing Board of Trustees | Employing Board of Trustees |

Proposed model to integrate Community of Learning arrangements within the existing annual Performance Agreement and review process

The following model assumes that Performance Agreements are in place for those appointed to the new roles.

Boards of Trustees will develop their own approaches to appraisal of staff appointed to the new roles. These will be based on current effective practice in the context of each school's policies. Whatever approach is put in place, appraisal should be fair, transparent and manageable for both the appraisers and the appraised. It should incorporate evidence and information that is relevant and valid but that doesn't create any unnecessary work for all those involved.

The main difference when thinking about appraisal of the new roles is what, how and from whom to gather input from across the Community of Learning to support the learning conversations involved in appraisal.

The following model is one approach that Board with staff appointed into the new roles and others from across the Community of Learning involved in appraisal may want to consider.

On appointment of the Leadership and Teacher roles their existing Performance Agreement with their employing Board of Trustees will need to be amended to reflect their new Community of Learning's role responsibilities. How this is managed is at the discretion of each Board of Trustees and the employee.

The new Performance Agreements will be underpinned by the existing registered teacher criteria and professional standards and the new national criteria for the Community of Learning roles. The following diagram outlines how an ongoing role and the additional Community of Learning's role may be integrated in a single Performance Agreement.

WHAT IS APPRAISED?

The current performance objectives are likely to be developed to align with schools':

- annual plan
- school charter
- strategic (three to five year) plan.

Appraisal should be referenced to the relevant standards and criteria, the registered teacher criteria and professional standards.

The Community of Learning related performance objectives will be aligned to:

- Community of Learning achievement plan.⁹

Appraisal for the Community of Learning related components of the Performance Agreement should be referenced against the national criteria for the role and the local criteria developed for selection of the role.

While it would be sound practice for a Community to continually review its collective progress towards meeting its achievement challenges by using both qualitative and quantitative data, the evidence of progress towards the achievement challenges of the CoL or school as a whole should not be confused with the evidence relating to the appraisal of an individual.

See the NZSTA website for the appraisal resource developed jointly by NZSTA and NZPPTA.¹⁰

WHAT EVIDENCE SHOULD BE USED?

The Education Council's current advice on the evidence for appraisal is found in *Being Issued with a Full Practising Certificate*.¹¹

This advice includes:

- **Observation:** structured observations of teaching (leadership) or aspects of the teaching with structured feedback and next steps discussed with the kaiako/teacher and documented.
- **Discussion:** includes follow up to observations; appraisal meetings; structured mentoring conversations and critical self-reflection.
- **Documentation:** collections of evidence could include reflective journals of teaching (leadership) practice; records of planning teaching; assessment records including reflective analysis of learners' assessment information; appraisal records; records of professional development.

9 The plan includes the broader processes and strategies agreed by the CoL to boost success and achievement for all ākonga/students across the broad curriculum as described in the Vision of The New Zealand Curriculum and in the Introduction of Te Marautanga o Aotearoa.

10 www.nzsta.org.nz/employer/principal-performance-management

11 <https://educationcouncil.org.nz/content/being-issued-full-practising-certificate>



Appendix 1: Communities of Learning Privacy Protocol

Who is this protocol for?

This protocol is for Boards, tumuaki/principals, kaiako/teachers and other Community members associated with Communities of Learning. It is part of the MoA that Boards and tumuaki/principals will sign up to. The purpose of this guide is to provide Communities of Learning with guidance and protocols in relation to information sharing and privacy of information associated with forming and operating a Community of Learning.

Principles for Sharing Aggregated Information

As part of the formation and operation of Communities of Learning, schools will share aggregated information about their school. There are five key principles that Communities of Learning should apply when sharing aggregated information:

1. Schools should give permission for their information to be used by the Community of Learning and may specify what the information may be used for.
2. The information provided by schools must **not include personal information** that can be, or could be used to identify an individual ākonga/student or staff member.
3. The information provided **can only be used for the purpose that it has been collected for**, and can only be used for another purpose with the permission of the school/s that provided the information.
4. School information should be **accurate, timely** and collected using the agreed assessments and methods.
5. The information must be held in a secure manner. Where necessary the kura/school holding the information shall take all reasonable steps to identify, make explicit, and mitigate the sensitivities and risks around any information shared prior to sharing it. Schools within the Community will work together to **minimise the cost** of collecting, storing and providing information.

Information sharing protocol for Communities of Learning

1. When Communities of Learning request information from schools within the Community of Learning, they should specify what information is required, and for what purpose it will be used.
2. Information provided by schools can only be used for the purpose that it has been collected, unless the kura/school gives permission for it to be used for another purpose.
3. By providing the information, schools are giving permission for their information to be used by the Community of Learning, but permission will not extend beyond the purpose for which the information has been collected, unless further permission has been granted.
4. Schools should make best endeavours to ensure that information is accurate and provided on a timely basis.
5. Communities of Learning should work together to minimise the cost of providing information by ensuring that only essential information is sought, and that that information is readily available.

Who can access aggregated information held by schools?

Access to aggregated information held by schools will be in accordance with the principles of the Official Information Act (see below).

Principles for Privacy of Personal Information

Communities of Learning will gain access to personal information through the selection of staff to the new Community of Learning roles. There are four principles to maintain the privacy of personal information collected as part of the selection of staff for the new Community of Learning roles as follows:

1. Applicants should be told what personal information about them is being collected and why (see suggested privacy statement below).
2. Applicants should be told who the information will be shared with.
3. Applicants should be given the opportunity to correct or update any information held about them.
4. Applicants' information will only be used for the purpose for which it is collected.

Suggested addition to privacy statement for selection panels

1. Communities of Learning selection panels should add the following statement to the Privacy Statement on the application form for the new Community of Learning roles:
"The personal information you provide in this application form is being collected and will be used by the Community of Learning selection group to assess your suitability for the role of []. We will also ask your kura/school for information about your suitability for this role."
2. The information collected by a selection panel can only be used for the purpose of determining the suitability of the applicant for the role.
3. Only members of the selection panel are able to access information collected for this purpose.

Privacy of personal information for staff occupying Community of Learning roles

Staff appointed to the across community of Learning roles will also have access to personal information about staff and students. Staff in these roles should ensure that any personal information about ākonga/students or kaiako/teachers acquired in the performance of their duties is kept confidential or is made anonymous. They will be responsible for ensuring that any information held by them in the performance of their Community of Learning role is kept secure and is either destroyed or transferred to their successor when leaving the role.

Official Information Act 1982

1. Where a request for official information is made by a third party to the Community of Learning, that request should be forwarded to the appropriate school to provide a response in accordance with the Official Information Act 1982.
2. Where a third party requests information from a school and that school is not the prime holder or generator of that information, the school will transfer the request to the kura/school which is the prime holder or generator in accordance with section 14 of the Official Information Act 1982.



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