BroSir

Question 1

If you propose to use some proportion of unregistered teachers, what is your compelling rationale for this?

Answer

It is important to understand that according to The Experience of New Teachers - Teaching and Learning International Survey' (2008) - a report commissioned by the OECD - "up to half of new teachers leave the profession in their early years of teaching due to a variety of factors such as classroom climate and feelings of low self-efficacy". Adamas High School will strive to be the school that is an engaging place for talented and dedicated teachers, and inclusive of that, is unregistered teachers. We all had to start somewhere, and through the following evidence, I believe I can convince you of the rationale for using unregistered teachers. Research into teachers' effectiveness in the early years of their careers emphasises the importance of teachers' initial year of teaching. Gordon, et al. (2006) showed that there are much larger increases in teachers' effectiveness between the first and second year of their careers than increases between teachers' second and third years of teaching. The gains made in these years are larger than subsequent years. Moreover, it appears that differences in teachers' effectiveness do not reduce over time. Teachers who are less effective don't appear to catch-up to their more effective counterparts as they progress through their careers. In fact, Gordon, et al. (2006) shows that teachers who are more effective in their first year of teaching tend to progress at a faster rate than their less effective colleagues. The early experience of teachers therefore shapes their development, not only influencing their effectiveness in their initial years but their effectiveness throughout their careers. I am an unregistered teacher, and I can definitely relate to the findings of this report. In my first year of teaching I was teaching in a school that was regarded as one of the best schools in New Zealand. The Education Review Office wrote a fantastic report for the school only a year prior, and I had the feeling that this was going to be my dream job for a very long time. Unfortunately, my potential was not maximised through poor management, the Principal and Senior Leadership Team having a conservative political mindset, and my success was marginalised through lack of recognition. Fortunately, I had a high level of self-efficacy.

It is natural for New Zealanders to believe that a registered teacher is someone who has the skill set required to educate a student, and most New Zealanders will naturally 'trust' a registered teacher. However, this is a response of the 'System 1' part of the brain [as described by Daniel Kahneman, the Nobel Peace Prize Winner in Economics, in the book 'Thinking, Fast and Slow'], and is commonly referred to as a 'cognitive illusion'. System 1 continuously generates impressions, intuitions, intentions and feelings. If endorsed by 'System 2', impressions and intuitions turn into beliefs, and impulses turn into voluntary actions. When all goes smoothly, which is most of the time, System 2 adopts the suggestions of System 1, with little or no modification. The 'cognitive illusion' associates unregistered teachers with a distorted impression of that teacher. It is vitally important for the Evaluation Committee to understand that the New Zealand public is going through an 'availability cascade'. This is a self-sustaining chain of events, which may start from media reports of a relatively minor event and lead up to public panic and Government response. Media stories have portrayed a risk of unregistered teachers and this has caught the attention of public segments, whom have become concerned and involved. The cascade of unregistered teachers has been sped along deliberately by the media, individuals, and organisations [namely the PPTA], who work to ensure a continuous flow of

worrying news. The danger is increasingly exaggerated as the media compete for attention-grabbing headlines. Other risks, and other ways that resources could be applied for the public good, all have faded into the background.

Adamas will need to develop sufficient capacity and deliberate strategies to hire their unregistered teachers in a timely, information-rich process, to mentor them effectively, and to provide them with sufficiently detailed curricula that also require the teachers to exercise professional judgment in response to varied student needs. Appropriate policies and adequate funding are essential to make this possible, it is clear that these alone are not sufficient. The Government can do only so much, and must trust the decision making of all stakeholders. Ultimately, it will be the CEO, the Principal and all the staff within the school who must take responsibility for the induction of new teachers through careful hiring, attentive mentoring, and first-rate curriculum that encourages good teaching. [Harvard University, 2004].

The 'availability cascade' is also commonly referred to as an 'affect heuristic' which has been extensively researched by Paul Slovic. Through his research he observed that people have high negative correlations between two estimates: the level of benefits and the level of risks. When people favourably disposed a technology, they rated it as offering large benefits and imposing little risk; when they disliked a technology, they could think only of its disadvantages, and few advantages came to mind. Because the technologies lined up neatly from good to bad, no painful tradeoffs needed to be faced. Estimates of risk and benefit corresponded even more closely when people rated risks and benefits under time pressure. After completing the initial survey, the respondents read brief passages with arguments in favour of various technologies. Some were given arguments that focused on the numerous benefits of a technology; others, arguments that stressed the low risks. These messages were effective in changing the emotional appeal of the technologies. The striking finding was that people who had received a message extolling the benefits of a technology also changed their beliefs about its risks. Although they had received no relevant evidence, the technology they now liked more than before was also perceived as less risky. The implication is clear: as the psychologist Jonathan Haidt said in another context, "The emotional tail wags the rational dog."

Through my extensive analysis of motivation theory, I understand that in order for any teacher, registered or not, there are factors that will determine their success at Adamas. Unfortunately the registration process for New Zealand teachers is not rigorous enough to justify using this process as a sole measure of teacher effectiveness. Here are factors that Adamas High School will actively engage in to increase the effectiveness of all its teachers, whether they are registered or not:

- Purpose, Mastery and Autonomy [the Wikipedia effect]
- Motivator Factors - Achievement, Recognition, Work Itself, Responsibility, Promotion, Growth
- Hygiene Factors - School Policy and Administration, Supervision - Technical, Salary, Supervision - Personal, Working Conditions [Frederick Herzberg - American psychologist who discovered 'job enrichment' and the Motivator-Hygiene theory]:
- Hiring Practices [Timely and Information-Rich], Relationships with Colleagues, and a Curriculum That is Complete and Aligned [The Support Gap: New Teachers' Early Experiences in High-Income and Low-Income Schools - Harvard University Research Paper]
- Sense of Success with Students, Retention in Job [Harvard University]
- Mentoring and Support from Experienced Colleagues [Harvard University]

Only when schools are engaging places for talented and dedicated adults will they also be vibrant places where young people can learn and thrive. [Harvard University]. Through Adamas High School's rigorous screening of unregistered teachers, strive for perfection, inspiring better pedagogy, emerging technology, big thinking, impressive blend of education programs aligned with new teachers wanting to make a positive difference to the lives of students, scientifically verifiable psychological insights, control strategies, the constant and consistent surveying of all stakeholders to ensure each individual student's future is engineered to perfection, and embedding Adamas's distinctive purpose into all job descriptions, then the risk of employing an ineffective and unregistered teacher is minimised.

Question 2

What would a typical teaching and learning programme look like for your students? (i.e what would a typical week's timetable look like for a student?). Please provide indicative timetables for two separate year groups from your proposed cohort.

In order for Adamas High School's distinctive purpose to be achieved, it needs to focus on 'radically efficient learning environment'. Understandably, this requires a radically efficient student schedule which may feel uncomfortable at first observation. I encourage you to see beyond the normal school timetable and embrace the Adamas High School that will engineer the futures of many generations of New Zealanders.

According to The Power of Innovative Scheduling Robert Lynn Canady and Michael D. Rettig Productive Use of Time and Space Journal:

A well-crafted schedule can

- result in more effective use of time, space, and resources (human as well as material);

- improve instructional climate;

- help solve problems related to the delivery of instruction; and

- assist in establishing desired programs and instructional practices.

It is more often the structure of an organization than the inadequacies of the people who work within it that causes problems. Students will be given the freedom to consume on average six small meals during the day in any way they wish in line with nutritional research, they will be held accountable for all their break times which can be taken at any time they like provided it does not clash with a designated learning environment [15 minutes for interval, and one hour for lunch]. The playlist will generate time for reflection which will act as a 'break'.

The benefits of an autonomous and flexible schedule are:
- Incorporation of creativity into instruction, and a variety of classroom activities that address different learning styles. Individual student projects, peer collaboration, and one-on-one work between teachers and students (O'Neil, 1995; Eineder & Bishop, 1997).
- The "less is more" philosophy espouses that students better understand and retain material when they have an opportunity to apply information to various contexts rather than merely cramming the facts (Rettig & Canady, 1996). Students and teachers are able to focus on fewer subjects, and to explore them in greater depth. Both teachers and students assert that this exploration allows them to become engrossed in the subject matter rather than moving rapidly through material.

- Fragmentation reduced. Instructional time is not fragmented by frequent transitions between classes. Fewer distinct classes means less time spent on classroom management activities, such as calling attendance and organizing and focusing the class. In addition, there are fewer opportunities for students to arrive late to class (Rettig & Canady, 1996).
- Individualised pacing. Allows advanced students to move through material at a more rapid rate. Students can use this to their advantage and graduate early. Provides the opportunity for failing students to retake a class without falling behind their curriculum level. (Woronowicz, 1996).
- More course offerings. Students actually take more courses (Rettig & Canady, 1996).
- Stronger interpersonal relationships. The number of daily classes for which students and teachers must adjust and prepare is decreased, allowing students to develop the deeper interpersonal relationships that are integral to academic success (Rettig & Canady, 1996; Eineder & Bishop, 1997). Teachers get to know students more personally which enables them to adapt lessons to the interests of their students. This extensive personal interaction between teacher and student, frequently touted as the highest motivation for student learning, is strengthened (Center for Applied Research and Educational Improvement, 1995).
- Attitudes and Comprehension Increase. Surveys indicate that teachers' and students' attitudes about their school improve. Students state that they get more done in class and learn more because they are better able to focus their attention on their studies. Teachers appreciate the inclusion of projects and activities that facilitate both learning and interpersonal communication. Classes address material in more depth, and teachers feel students are better able to comprehend and retain concepts learned in a block period (O'Neil, 1995; Eineder & Bishop, 1997).

Keys to the Successful Innovative Schedule

- Involve teachers, administrators, students and parents. Input and ownership on the part of teachers, administrators, students, and parents are vital. For the switch to an innovative schedule to be successful, all participants need to be involved in the transformation and feel that their voices are being heard. To help the process along, solicit input from key groups through survey responses, interviews, and discussions.
- Provide staff development. Staff development is the most important aspect of this shift. The change to innovative scheduling can be detrimental if class time is not used effectively. The needs of teachers should be determined and repeatedly addressed throughout the year in an ongoing effort to stimulate faculty interaction and collaboration. Set aside a specific time each week for teacher planning and preparation and for collegial presentations on innovative techniques that address multiple learning styles
- Seek constant feedback. Ongoing evaluation of the scheduling provides an opportunity for teachers, students, and parents to share concerns and successes. To initiate opportunities for feedback, arrange a forum for all to express their views on how the process is working. While minor adjustments can be made in response to meetings of these groups, participants will also develop a feeling of ownership toward the school's new approach.
- Maintain updated files on teach and student performance. Evaluations of teacher effectiveness and student achievement provide constructive feedback and stimulate improvement. Keep data on scheduling changes and student performance which will enable your school to examine what is and is not working, and share that information with other schools.
- Allow for periodic evaluations of how things are working. The impact of innovative scheduling on such aspects as student performance, attitudes, and discipline must be evaluated on a regular basis. Make decisions about adjusting the schedule based on your school's individual needs and expectations.

Year 13 Timetable

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7am – 8am	Student to check smartphone, Adamas Portal or Gmail account for day schedule / playlist – issues of equity will be erased due to community funding. The learning intentions will be clearly displayed for each learning environment, along with relevant learning materials, informal assessments, and opportunities for reflection. Student expected to 'check in' with teachers to inform them of their willingness and ability to learn for that day, and prepare two focus questions for each class.	Student to check smartphone, Adamas Portal or Gmail account for day schedule / playlist – issues of equity will be erased due to community funding. The learning intentions will be clearly displayed for each learning environment, along with relevant learning materials, informal assessments, and opportunities for reflection. Student expected to 'check in' with teachers to inform them of their willingness and ability to learn for that day, and prepare two focus questions for each class.	Student to check smartphone, Adamas Portal or Gmail account for day schedule / playlist – issues of equity will be erased due to community funding. The learning intentions will be clearly displayed for each learning environment, along with relevant learning materials, informal assessments, and opportunities for reflection. Student expected to 'check in' with teachers to inform them of their willingness and ability to learn for that day, and prepare two focus questions for each class.	Student to check smartphone, Adamas Portal or Gmail account for day schedule / playlist – issues of equity will be erased due to community funding. The learning intentions will be clearly displayed for each learning environment, along with relevant learning materials, informal assessments, and opportunities for reflection. Student expected to 'check in' with teachers to inform them of their willingness and ability to learn for that day, and prepare two focus questions for each class.	Student to check smartphone, Adamas Portal or Gmail account for day schedule / playlist – issues of equity will be erased due to community funding. The learning intentions will be clearly displayed for each learning environment, along with relevant learning materials, informal assessments, and opportunities for reflection. Student expected to 'check in' with teachers to inform them of their willingness and ability to learn for that day, and prepare two focus questions for each class.	Flexible Scheduling Program for any students in the Academic Advancement Opportunities Program or students who have been highlighted as 'priority learners' by Progress and Guidance Managers.	
9 am	Student to be in Form Teacher room depending on students assigned learning environment for this particular period.	Student to be in Form Teacher room depending on students assigned learning environment for this particular period.	Student to be in Form Teacher room depending on students assigned learning environment for this particular period.	Student to be in Form Teacher room depending on students assigned learning environment for this particular period.	Student to be in Form Teacher room depending on students assigned learning environment for this particular period.		
9am –	Depending on students	Depending on students	Depending on students	Depending on students	Depending on students		

4pm	assigned learning environment, chosen individual Achievement Standards , University papers, extra curricula opportu reflection time, nities, or Vocational pathway for these particular periods, will result in where they are and what they are doing.

Students will be provided the opportunity to attend sport practice from 3pm – 5pm on the condition that they catch up on any learning and/or thinking they've sacrificed. | assigned learning environment, chosen individual Achievement Standards , University papers, extracurricular opportunities, reflection time, or Vocational pathway for these particular periods, will result in where they are and what they are doing.

Students will be provided the opportunity to attend sport practice from 3pm – 5pm on the condition that they catch up on any learning and/or thinking they've sacrificed. | assigned learning environment, chosen individual Achievement Standards , University papers, extracurricular opportunities, reflection time, or Vocational pathway for these particular periods, will result in where they are and what they are doing.

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Students will be provided the opportunity to attend sport practice from 3pm – 5pm on the condition that they catch up on any learning and/or thinking they've sacrificed. | | |
| 4.30pm – 5pm | Working With Families Program | Working With Families Program | Working With Families Program | Working With Families Program | Working With Families Program | | |
| 5pm – 9pm | Flexible Scheduling Program for any students in the Academic Advancement Opportunities Program or students who have been highlighted as 'priority learners' by Progress and Guidance Managers. | Flexible Scheduling Program for any students in the Academic Advancement Opportunities Program or students who have been highlighted as 'priority learners' by Progress and Guidance Managers. | Flexible Scheduling Program for any students in the Academic Advancement Opportunities Program or students who have been highlighted as 'priority learners' by Progress and Guidance Managers. | Flexible Scheduling Program for any students in the Academic Advancement Opportunities Program or students who have been highlighted as 'priority learners' by Progress and Guidance Managers. | Flexible Scheduling Program for any students in the Academic Advancement Opportunities Program or students who have been highlighted as 'priority learners' by Progress and Guidance Managers. | | |

Year 10 Timetable

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7am – 8am	Student to check smartphone, Adamas Portal or Gmail account for day schedule / playlist – issues of equity will be erased due to community funding. The learning intentions will be clearly displayed for each learning environment, along with relevant learning materials, informal assessments, and opportunities for reflection. Student expected to 'check in' with teachers to inform them of their willingness and ability to learn for that day, and prepare two focus questions for each class.	Student to check smartphone, Adamas Portal or Gmail account for day schedule / playlist – issues of equity will be erased due to community funding. The learning intentions will be clearly displayed for each learning environment, along with relevant learning materials, informal assessments, and opportunities for reflection. Student expected to 'check in' with teachers to inform them of their willingness and ability to learn for that day, and prepare two focus questions for each class.	Student to check smartphone, Adamas Portal or Gmail account for day schedule / playlist – issues of equity will be erased due to community funding. The learning intentions will be clearly displayed for each learning environment, along with relevant learning materials, informal assessments, and opportunities for reflection. Student expected to 'check in' with teachers to inform them of their willingness and ability to learn for that day, and prepare two focus questions for each class.	Student to check smartphone, Adamas Portal or Gmail account for day schedule / playlist – issues of equity will be erased due to community funding. The learning intentions will be clearly displayed for each learning environment, along with relevant learning materials, informal assessments, and opportunities for reflection. Student expected to 'check in' with teachers to inform them of their willingness and ability to learn for that day, and prepare two focus questions for each class.	Student to check smartphone, Adamas Portal or Gmail account for day schedule / playlist – issues of equity will be erased due to community funding. The learning intentions will be clearly displayed for each learning environment, along with relevant learning materials, informal assessments, and opportunities for reflection. Student expected to 'check in' with teachers to inform them of their willingness and ability to learn for that day, and prepare two focus questions for each class.	Flexible Scheduling Program for any students in the Academic Advancement Opportunities Program or students who have been highlighted as 'priority learners' by Progress and Guidance Managers.	
9 am	Student to be in Form Teacher room depending on students assigned learning environment for this particular period.	Student to be in Form Teacher room depending on students assigned learning environment for this particular period.	Student to be in Form Teacher room depending on students assigned learning environment for this particular period.	Student to be in Form Teacher room depending on students assigned learning environment for this particular period.	Student to be in Form Teacher room depending on students assigned learning environment for this particular period.		
9am – 4pm	Depending on students assigned learning environment, chosen	Depending on students assigned learning environment, chosen	Depending on students assigned learning environment, chosen	Depending on students assigned learning environment, chosen	Depending on students assigned learning environment, chosen		

	passionate interests, chosen individual Achievement Standards , University papers, extracurricular opportunities, reflection time, or Vocational pathway for these particular periods, will result in where they are and what they are doing. Students will be provided the opportunity to attend sport practice from 3pm – 5pm on the condition that they catch up on any learning and/or thinking they've sacrificed.	passionate interests, chosen individual Achievement Standards , University papers, extracurricular opportunities, reflection time, or Vocational pathway for these particular periods, will result in where they are and what they are doing. Students will be provided the opportunity to attend sport practice from 3pm – 5pm on the condition that they catch up on any learning and/or thinking they've sacrificed.	passionate interests, chosen individual Achievement Standards , University papers, extracurricular opportunities, reflection time, or Vocational pathway for these particular periods, will result in where they are and what they are doing. Students will be provided the opportunity to attend sport practice from 3pm – 5pm on the condition that they catch up on any learning and/or thinking they've sacrificed.	passionate interests, chosen individual Achievement Standards , University papers, extracurricular opportunities, reflection time, or Vocational pathway for these particular periods, will result in where they are and what they are doing. Students will be provided the opportunity to attend sport practice from 3pm – 5pm on the condition that they catch up on any learning and/or thinking they've sacrificed.	passionate interests, chosen individual Achievement Standards , University papers, extracurricular opportunities, reflection time, or Vocational pathway for these particular periods, will result in where they are and what they are doing. Students will be provided the opportunity to attend sport practice from 3pm – 5pm on the condition that they catch up on any learning and/or thinking they've sacrificed.		
4.30pm – 5pm	Working With Families Program	Working With Families Program	Working With Families Program	Working With Families Program	Working With Families Program	
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Question 3
How will your teaching and learning programme support priority learners (please provide evidence)?

Adamas High School will align itself with the Priority Learners Educational Attainment Working Group [EAWG] which was supported by Ako Aotearoa, and subsequently embed its teaching and learning programme into the following four themes:

- better, individualised advice and support for learners

- 'real', purposeful and personalised programmes

- improved data collection and use

- genuine transparency and accountability with a 'joined-up' system

Adamas High School's distinctive purpose is to be a 'School Without Failure' and an 'Educational Academic Advancement Facility', which will strongly emphasise the following programmes linked with the dominant cultural initiative known as 'Connecting Generations'. It is important for the Evaluation Committee to understand that this innovative programme is a starting point, and not the last word as Ako Aotearoa eloquently summarised. Through all my documentation, I genuinely hope we can mutually trust each other to make this happen. When a student starts each year level, they will create an individualised learning program with their Progress Manager, Tutor, Teachers, Guidance Manager, and family relative to their expected NCEA level, and elements of the Dual Enrolment Program and Post-Secondary Education Option Program. Due to the scientific evidence of students learning at different speeds and in different styles, there will be students who are at different stages of the curriculum. A rigorous process will need to be enforced by all stakeholders to ensure that the student's learning program is aligned with the New Zealand Curriculum and provides sufficient room for progression, achievement, and engagement. Students individual learning programs will have to compromise elements of collaboration with their classmates, and their cultural identity. This overall process will be one of the hardest challenges of Adamas High School, and will ideally see many Adamas students making significant progress in University papers during their NCEA Level 2 and NCEA Level 3 years.
- Effective communication by all stakeholders

Better advice and support begins with effective communication by Adamas about programmes of study at this level. This starts with clear communication of the purpose of these programmes,
including the specific outcomes a learner can expect to achieve Beyond this, however, the likely lack of 'college knowledge' (to use Conley's terminology) means that ensuring learners clearly
understand what is involved in the programme is key. Learners need to be made as aware as possible of what will be involved in the programme before they begin studying. They need to
understand what will be required of them – even elements as basic as timely and regular attendance – and what will happen if they do not follow those requirements. Conversely, priority learners also need to be aware of how the provider will support their learning. If there will be scope for resubmitting assessments, or if some social supports are available specifically for people in that course or faculty, learners need to be told about it. Providers/tutors cannot simply assume that learners will discover these on their own (as they may for learners who
enter higher-level programmes).It is important to recognise, however, that simply talking to learners is not enough in itself to ensure learners receive appropriate support. Support for priority learners needs to be based on active engagement, with providers making a conscious effort to recognise when a learner will nee

- Learner diagnostics and pre-assessment

Priority learners are a diverse group, who vary significantly in their goals, strengths, needs and readiness for study. For this reason, it is important for Adamas to have a well-developed pre-enrolment process to ensure that a learner is undertaking the right programme for what they want to achieve from their study, for Adamas to develop a full picture of learners' capabilities, and for an individualised learning plan to be developed.

- Active learner support

Once priority learners have begun a programme, they need to have access to an appropriately supportive environment. This does not only mean access to specific services from Adamas, but also a more 'seamless' model involving pro-active engagement by tutors, flexible delivery models and culturally safe learning environments.

- Purposeful provision

The most fundamental point here is that programmes need to be purposeful – there must be a clear indication of the purpose of a given programme of study, and what the programme will eventually lead to. This requires specificity beyond the set of competencies, graduate outcomes, or the Strategic Purpose Statement required by NZQA – it relates to why someone would undertake this specific programme. If a programme is intended to provide skills that will lead to employment, what are the specific jobs that a learner can do with these skills? If a programme is intended to staircase into higher levels of education, what programmes can a learner enter with this qualification? And, importantly, where is the evidence – what have previous graduates from this programme gone on to do? In essence, purposeful provision is about moving away from a generic model and toward a more contextualised and focused approach that relates programme design to specific, clearly stated goals and expected outcomes. Being clear about the purpose of provision has three distinct advantages. First, it assists with learner decision making. Understanding exactly what those with a given qualification will go on to do provides clarity for learners and helps them make accurate choices about which educational paths they should pursue. Second, it provides a stronger basis for understanding the performance of a programme. If a programme is specifically designed to staircase learners into higher-level education but few graduates go on to such study within a reasonable timeframe, then even if completion rates are very high that course cannot be said to be successful.

Third, and most importantly, purposive provision can increase a learner's predisposition to engage with a course. Returning to Keep and James' two types of incentives, one of the strongest forms of external incentive is the returns that learners get from a course – what they can do once they have completed. It follows that that the clearer and more specific these potential pathways are, the stronger these incentives will be. The defining element of purposeful provision is being specific about expected outcomes, pathways and results. For example, a bridging programme that states that it will provide the skills necessary to enter level 5 or degree-level study is not an example of purposeful provision. In this case, purposeful provision is that same programme being able to show, through articulation agreements or similar, that it will be accepted as meeting the minimum entry requirements for – and providing the appropriate skills to successfully transition to – a particular set of institutions and/or a specific set of programmes.

- Personalisation of learning

Improved pre-enrolment diagnosis and assessment is a key method for making our system suit the needs of priority learners better. However, for this to be truly effective, the same principle – understanding learners, their strengths, needs and predispositions – must flow through into programmes themselves.

Priority learners need to be able to engage in flexible programmes that are designed to fit their goals and pre-existing abilities, rather than being constrained by strict Adamas input requirements.

This may mean Adamas adapts policies and processes for these learners, ensuring that 'special cases' for priority learners can be easily addressed, and making significant use of assessment and recognition of prior learning or current competence. For example, if a learner enrolling in an academic preparation programme already possesses good numeracy skills, it is difficult to see what benefit they would gain from being required to complete a basic numeracy course that would usually be included in that programme. Programmes need to be responsive, both fitting the needs of learners and building on their strengths, rather than learners being required to fit the needs of programmes or providers.

At the level of the individual learner, an effective and straightforward way of personalising learning, already used by some providers, is through the increased use of personalised

learning plans. Learning plans tie a learner's study to the goals they want to achieve from their programmes, providing clarity as to why they are doing what they are doing. As with pre-enrolment and diagnosis, learning plans need to be learner-focused rather than provider compliance or accountability documents – they should be seen as a method for priority learners

to begin to take ownership of their own learning. At the same time, these plans are another avenue for addressing the personal and cultural dimensions of tertiary readiness. Learning plans provide another opportunity to explicitly detail the organisation's expectations of learners, and what the organisation will provide in return

Improved data collection and use

- In-course monitoring

Once a learner has developed a learning plan and is enrolled in a programme of study, it is critical that Adamas commits to actively monitoring their progress against that plan. Putting such

systems in place allows for early signalling of when a learner is starting to face difficulties and, in turn, the provision of targeted assistance as soon as possible. This monitoring should primarily be used in a learner-focused way: to identify learners who may be struggling in a programme and provide support for them as soon as possible. Learners themselves also need to be involved in this process and have access to this data – enabling them to track their own progress and identify when they are starting to fall behind. However, systematic monitoring also provides an evidence base for providers to consider quality issues and programme revision – for example, if it is common for a significant group of learners to begin having problems at a particular point in a programme. This will be a core element of formal Self Assessment processes.

- Tracking outcomes

One of the defining features of programmes for priority learners is that they are focused on attaining specific educational or labour market outcomes. It therefore follows that providers of these programmes need to be tracking the ongoing outcomes for these programmes – not only over short timeframes, but also over significant periods of time (such as one to two years following completion).Furthermore, this tracking needs to be sophisticated. Bridging

programmes and other education-pathway programmes need to track not only whether those who complete begin studying for further qualification, they also need to develop methods for identifying how successful learners are once they enter that study. Vocationally-focused programmes need to not only identify whether graduates are entering employment, but the types of jobs they are entering (and how successful they are within those jobs).

As with provision itself, these outcomes should be personalised to what learners want to achieve. The goals identified in the personalised learning plans should include not only intentions related to the

programme itself, but to the eventual goals of learners once they have completed their programme of study. Following up and tracking the success of learners against these goals is a key method of capturing some of the wider outcomes from programmes – such as improved quality of life or better relationships with family – that are often pointed to as key benefits for priority learners from engaging in their courses. Tracking outcomes gives a provider an indication that the intended outcomes of the programme are being met; understanding what

Genuine transparency and accountability within a 'joined-up' system

A high-quality system that serves learners' needs must be founded on principles of transparency and accountability. While these terms are often treated as accountability to funding bodies or the Government, we also need to be thinking of these as accountability to and transparency for learners. Accountability is not simply an issue of 'value for money'; it is ensuring that learners' investments – not just financial but also in terms of the time, effort and emotional investment they put into their learning – will give them the outcomes they are seeking. To be blunt, providers whose programmes are not meeting the needs of priority learners need to be challenged to improve their performance, and if they cannot, then they should not be offering those programmes. To accept otherwise is to devalue the commitment that we ask priority learners to make when they enrol in a programme. This aspect of improving how well our system serves priority learners obviously must sit within the wider framework of our system's approach to accountability and transparency. The EAWG encourages more extensive use of intra- and inter-institutional benchmarking by organisations to gain a more accurate idea of their own performance.

- Sophisticated accountability and defining success

Discussing accountability immediately raises the question of what 'successful' performance looks like. A central thread running through the EAWG's deliberations has been that success needs to be defined in terms of expected sustainable outcomes for learners. If a learner completes an automotive mechanic programme but ends up stacking shelves, while they may have gained a qualification and found a job, their study cannot be said to have had a wholly successful outcome. Conversely, several of the providers who took part in the discussion forums for this work argued that some of the vitally important outcomes from these programmes – the (arguably misnamed) 'soft' outcomes of personal and social development – are often not captured well by current approaches to measuring performance. Without capturing this information, we may be missing an important and valuable contribution of these programmes to building the cultural capital of priority learners.

We must maintain a robust and effective system of accountability. However, it is also important that we drive this system off the right measures. The EAWG, therefore, believes that the most important question to ask here is:

How do we develop an accountability regime that accounts for the distinctive features of this part of the system?

A key element of this – given that many participants in these programmes have previously had low success in the education system – should be understanding the 'distance travelled' or value-add component of these programmes. In other words, we need to understand the specific contribution that these programmes make for their participants. Similarly, we need to ensure our system reflects the purpose of engaging in learning – if not at the level of an individual learner's goals, then certainly at the level of intended outcomes from programmes. Such a system needs to be developed in concert with the sector, which in turn means that providers must accept in good faith the need for such a system. This may lead to programmes for priority learners being treated in a different manner to other parts of the sector.

Joining up the system

A further element of accountability concerns who is actually responsible for ensuring successful outcomes for priority learners. Adamas, in keeping with its distinctive purpose, will focus
on the teaching and learning context and what can be done to make that work effectively. However, there are many additional players with roles in achieving successful outcomes for
priority learners, including:

- the enterprises that employ workers (and the unions that represent them) who use the skills that learners possess and often support education and training themselves
- the communities from which learners are drawn and to which they return
- the learners themselves, who must be served by a well functioning system, but who also must take responsibility for their final achievement.
- the entire network of New Zealand tertiary education organisations (including industry training organisations), which recognises – or fails to recognise – learners' qualifications and skills, and thereby creates or reduces future education pathways

All these components affect the eventual outcomes that priority learners will experience from their learning – both positively and negatively – and for our system to work well, all parts need to recognise this. Adamas needs to adequately prepare learners for transition into tertiary education, employers need to support education and utilise the skills that learners possess, and TEOs must reduce barriers to moving into higher levels of education (including recognising existing skills and qualifications gained from other organisations and prior experience).

In addition, building links between programme and local communities can work well not only for improving 'in-course' results, but also for improving longer-term outcomes. For example, a good provider of vocationally-focused programmes will endeavour to make connections with relevant local businesses to provide opportunities for practical experience. This provides a valuable learning environment within a programme, and it can lay the groundwork for successful post-completion transitions into employment. However, this dimension is not simply about organisations working together more effectively and more often. A genuinely joined-up
system is one where different parts are working towards the same goal even when they are not actively engaging with each other.

Here is a list of Adamas's programmes to remind you again of the incredible opportunity we have in New Zealand education right now:

- Learning Futures Program
- Springboard Program
- Dual Enrolment Options
- Transactional Analysis Theory
- Distributive Leadership Model
- On-line Course Offering Programs
- Raise the Rigor Program
- Working With Families Program
- Flexible Scheduling
- Educational Options Program
- Power to the Student Program
- Whānau Group
- Tutor Program
- Pedagogue Program

- Post Secondary Educational Options
- Enviromentors Program

On behalf of the application for Adamas High School, I, Thomas Pietkiewicz, will like to confidently express that improving learner achievement and outcomes across the board is realistic and achievable. Given the political will, Adamas's commitment to improving performance and sharing good practice and effective government agency support for change, "we are only a few small steps from fully realising the potential of these programmes to enhance living standards, economic performance and quality of life for individual learners and across New Zealand".

I was assigned to a highly functional autistic boy today and given the job title of 'teaching assistant'. █ ████████████████████ Here are three instances of insight he provided me as we talked about his life and happy memories. I will carry them through with me for this entire application process:

"I think life is a gift and I tend not to waste it." ████

"I just do it, and enjoy it." ████   s 9(2)(a) OIA

"I'm prepared to take that risk." ███

I sincerely thank-you for your valuable time in assessing my application for Adamas High School and providing other education pioneers the opportunity to add value to the beauty that is New Zealand.