



## **Communities of Learning – review and next steps**

# Members' concerns vs Review recommendations

Pressure to form (and channel everything) through CoLs

Re-assert it's voluntary, no penalty for not being in a CoL

Re-affirm the principle that the education system provides all children with the support that they need, regardless of whether they are in a Community or Learning or not.

Rigid Structure

No agreement by the MoE to permit alternative shapes for CoLs (eg. non-geographic)

Single "CEO" leader model

Support innovative leadership and streamline process for alternative arrangements

# Members' concerns vs Review recommendations

Narrow data driven accountability focus on 3Rs

Broaden to include language, culture, identity, wellbeing, engagement and inclusion.

Demonstrate progress *and* achievement including qualitative means

Money into allowances rather than more time/flexible resourcing for children's needs

No progress

No resourcing for equitable ECE participation

No progress – MoE did not agree to equal access to roles and resourcing for ECE

## Next steps

- Develop work programme to implement recommendations
- Reset terms of reference for Joint Initiative Governance Group to oversee implementation
- Push for moratorium on Communities of Learning being the new system “building block”
- Engage with incoming Government on re-shaping CoLs to reflect genuine collaborative practice

## From Review to Variation...

- Progress the key ideas from the review through our collective agreements – initially PPCA and PTCA
- Push for more flexibility in leadership roles and resourcing in particular
- More focus on roles supporting children with learning needs

Annual Conference affirms that the Community of Learning model remains too rigid to most effectively meet the learning needs of students.

It notes that the joint review of Communities of Learning, conducted by NZEI Te Riu Roa and the Ministry, has confirmed sector support for further flexibilities in the model.

It therefore urges National Executive to pursue variations to collective agreements that support:

- Diverse models of shared leadership
- Increased flexibility in the use of time and resources
- Greater focus on roles supporting children with learning challenges
- Inclusion of roles and resourcing for early childhood teachers
- Resourcing of “critical friend” roles.