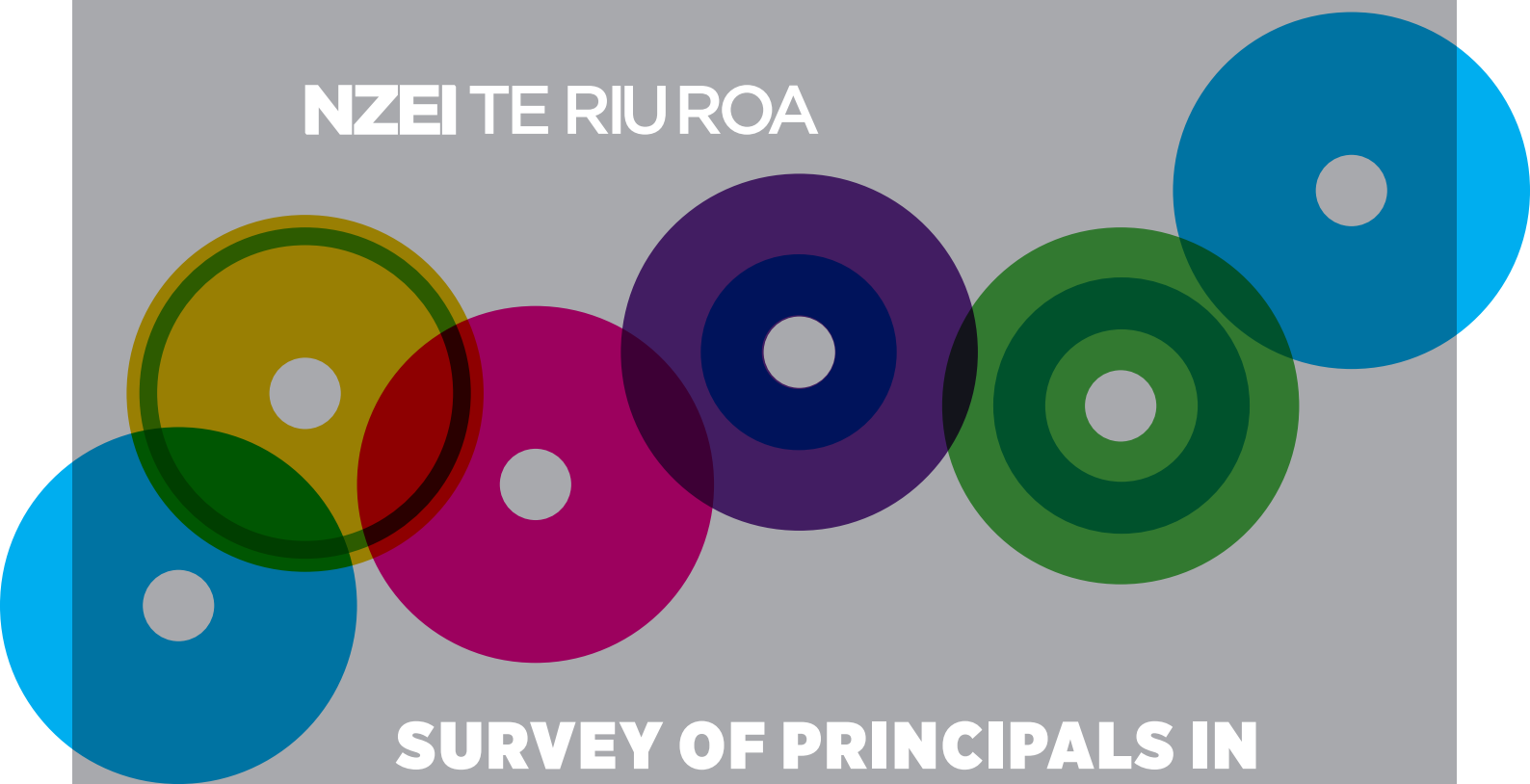


**NZEI TE RIUROA**



**SURVEY OF PRINCIPALS IN  
COMMUNITIES OF LEARNING**

**APRIL 2017**

# APRIL 2017 SURVEY OF PRINCIPALS IN COMMUNITIES OF LEARNING

## FORWARD

This survey is a snapshot in time, and as such, it should be recognised that Communities of Learning (CoL) are not all at the same place in their formation. Some CoL are at the beginning of their journey, at the expression of interest stage. Others have been established for some time and are actively working towards achievement challenges that have already been endorsed. The purpose of this survey was to encourage principals to reflect on the process of forming a CoL and to open up the discussion around CoL.

## ABOUT THIS SURVEY

Since the introduction of the government’s Investing in Educational Success policy in January 2014, there have been a number of roles available to principals and teachers to support learning within schools and across a Community of Learning. Initially, these roles were very narrowly defined. The variation in 2015 to the primary principals’ and teachers’ collective agreements incorporating Community of Learning (CoL) roles agreed an updating process aimed at making CoL “more effective, bespoke, agile and innovative in supporting children learning success” (Ministry of Education & NZEI Te Riu Roa, n.d, p. 3). This process started in December 2016.

Principal Support Officers from NZEI Te Riu Roa conducted in-depth interviews with 93 principals working in Communities of Learning across the country. Some of these interviews were conducted with principals who hold the lead principal position within a CoL. Of those interviewed, 65% of respondents were male and 35% female. Those interviewed were at different points along the CoL journey. Some CoL had been established for some time, while others are still working towards having their achievement challenges signed off. Interviews were conducted with both primary principals and secondary principals. To gain a wider perspective, less experienced principals who are part of a CoL were also interviewed. Not all interviewees, including those from the primary sector, were NZEI Te Riu Roa members. It is unclear how many CoL had achievement challenges in place that were endorsed by the Ministry of Education at the time of the survey.

### Notes

The notation ‘n = x’ denotes the number of respondents to the question, and percentages are a proportion of that number not the total number of respondents to the entire survey. In many cases respondents gave more than one response to open-ended questions (‘OEQ’ in the appendix). Numbers of responses may be greater than the number of respondents and percentages may add up to more than 100%. In other instances, respondents may not have answered the initial question but responded in the open ended comment boxes, and vice versa. In these cases “n=x” will be given for both results.

Tables of data are contained in an Appendix, and references in the text headings identify the table to which the text refers.

## KEY FINDINGS

The comment ‘it was too early to tell’ came up multiple times across the survey. In fact, it was in the top three responses for 36% of questions.

Many of those surveyed identified that it was too soon in the formation of CoLs to make any firm conclusions about the impact that they are having. Furthermore, particularly for those schools that are new at working together, it can take up to a year to determine achievement challenges. They are not up to considering in detail how they are going to work together. Even early adopter CoLs have not got very far into the process. A key challenge in forming a CoL was pressure coming from the Ministry of Education in terms of changing rules and requirements, and frequent Ministry staff changes. However, the opportunities for collaboration and increased collegiality have been identified as significant benefits of forming a CoL, for over 50% of respondents.

Fifty two percent of all respondents have agreed achievement challenges for their CoL. Out of the 63 people who responded to the question around facing pressure to amend or change their achievement challenges, 60% noted that they had faced Ministry pressure. Most of the pressure incurred was around including more focus on National Standards or an increased data focus. This is also reflected in the ability to get achievement challenges endorsed by the Ministry of Education, with nearly 50% of respondents finding it either difficult or very difficult to get endorsement.

Appointment to the CoL leadership role had been made by 97% of those CoL represented in the survey. While alternatives to single leadership position had been discussed by 63% of CoL, 20% of respondents were told by the Ministry of Education that a shared role was not possible. A change in the leadership appointment process was desired by 59%, with the ability to share the leadership role the key feature for 26%.

A number of issues were identified by schools in terms of back filling roles. Twenty five percent commented on the difficulty of finding qualified relievers or part-timers and 27% noted that finding good relievers was the biggest issue for CoL in dealing with release.

There are clearly issues for CoL regarding the inclusion of the Early Childhood Education sector. Funding for participation in CoL processes was identified by 33% as what is needed to support better engagement with ECE. Twenty nine percent of CoL are not considering the transition between ECE and compulsory schooling. Eighty-four percent of CoL do not formally include ECE services, despite 23% of these CoL identifying that they have strong relationships with their local ECE services. Sadly, 82% of respondents with no formal CoL relationship with ECE noted that nothing is being done at this stage regarding children under five being considered in CoL planning. There are no measures of successful transition established in CoL for 18%.

Despite the encompassing term 'Community of Learning', in 70% of CoL, teachers were either partially (52%) or not (18%) involved in their development. In 90% of CoL, school support staff were either partially involved (45%) or not involved (45%). Board of trustee members were involved (56%) or very involved (15%) in CoL establishment. Other community partners were not involved in the establishment of 56% of CoL. While boards of trustees need to be involved in the establishment of a CoL, it would be expected that all groups would have some say in their formation. This is particularly true for teachers, who are likely to be impacted by the decisions of their CoL.

Students with additional learning needs are unlikely to have their needs met through CoL, with 25% doing nothing to address inclusion and a further 23% noting that it was too early to comment.

While success for Māori learners is an achievement challenge in 70% of CoL, 75% of CoL have not established a plan for Māori to succeed as Māori and 65% of CoL have not engaged with iwi or hapū in determining achievement challenges.

## **What have been the biggest challenges in forming your CoL?**

(Table 1; n = 91)

Principals identified a wide range of challenges that they had faced in forming their CoL. Of those who responded to this question, the most common challenge, identified by 19% principals, related to working with the Ministry of Education. This was in terms of pressure, requirements, and Ministry staff and rule changes. Another challenge, identified by 8% of respondents, was related to the issue of time. Eight percent of respondents also found that getting agreement on how to operate was a significant challenge. Interestingly, 6% respondents to this question noted that they were still opposed to the idea/model of CoLs.

## **What have been the most satisfying aspects of forming your CoL?**

(Table 2; n = 88)

While it is clear that there are a number of challenges around CoL formation, there have also been aspects of this phase that have been satisfying to principals. The opportunity for collaboration was identified by 36% of respondents as the most satisfying aspect. Closely linked to this is collegiality, which 16% of respondents noted was one of the most satisfying aspect of forming a CoL. Developing community spirit and building trusting relationships were identified by 12% and 13% respectively. Authentic collaboration is more likely when trusting relationships and collegiality are present (NZEI Te Riu Roa & Ministry of Education, 2015).

## **What resources or support would have helped in bringing your CoL together?**

(Table 3; n = 86)

Respondents acknowledged that a range of supports would have helped in bringing their CoL together. Guidance documents, including a checklist and/or template would have been the most useful resource, according to 28% of principals. Of those who responded to this question, 25% found no problem with resourcing, while 24% noted that more funding would have helped their CoL. This conflict in responses may be due to the size of different CoL. Anecdotally, those people who noted that the resources were not sufficient were principals who released other staff to take part in the discussion around the CoL formation and development (personal comment, Principal Support Officer, NZEI Te Riu Roa). If all of the planning was done by principals and/or outside of work time then they incurred only food and photocopying costs. Consistent information from the Ministry of Education would have helped 25% of respondents in bringing their CoL together.

## **Has your COL agreed its achievement challenges?**

(Table 4 & 5; n<sub>1</sub> = 88; n<sub>2</sub> = 38)

At the time of the survey, 55% of respondents noted that they had agreed achievement challenges in their CoL, with 45% not yet having agreed achievement challenges.

It is clear that determining achievement challenges takes a significant amount of time and consideration, with 45% of respondents taking between 6 months and 1 year to agree on challenges. A further 26% of principals took a year to develop achievement challenges with their CoL.

## Did you face any pressure to change or amend your challenges?

(Table 6; n = 63)

Of those who answered this question, 60% noted that they faced some form of pressure to change or amend their achievement challenges.

## If you answered “yes” to the previous question please provide more detail

(Table 7; n = 58)

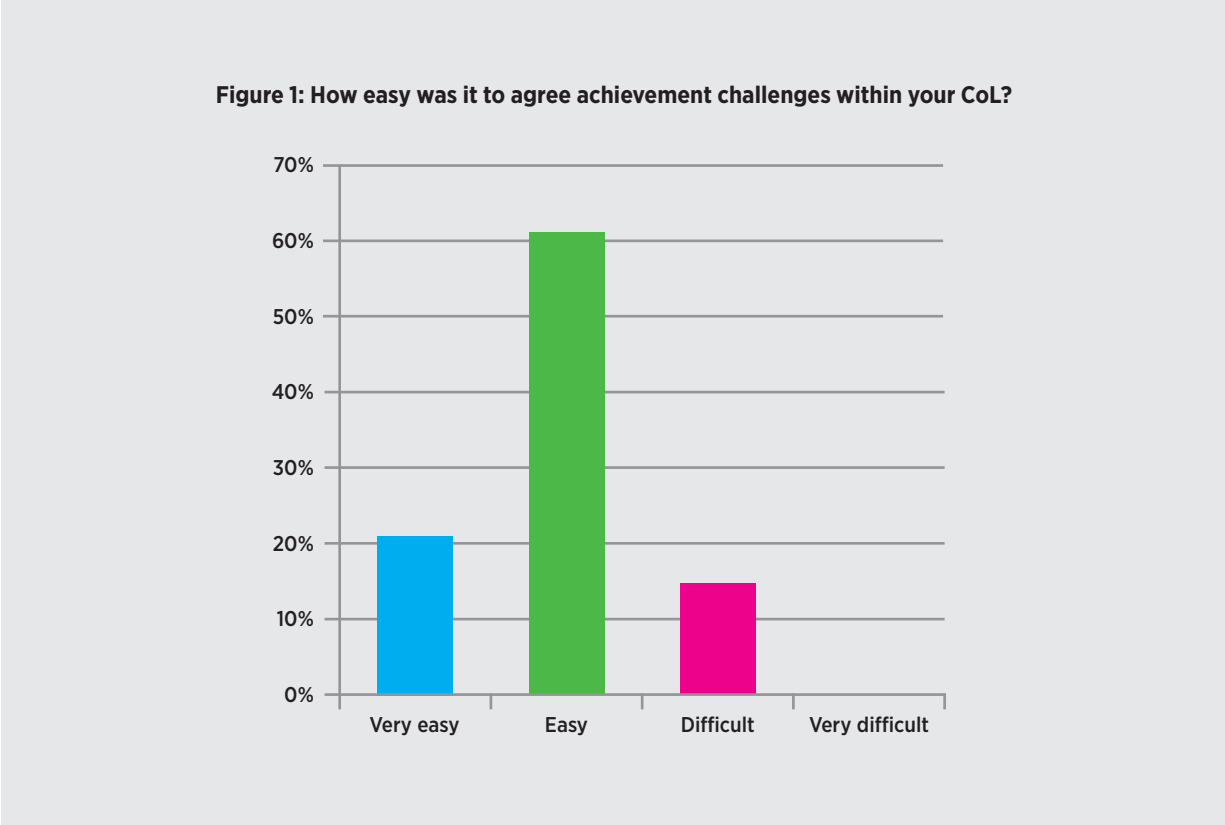
While only those who answered ‘yes’ were invited to answer to this question, 58 people (61% of those surveyed) chose to comment. This may indicate that on reflection, respondents were under more pressure to change their challenges than they initially recognised.

Of those who commented, 60% felt pressure to include more National Standards or have an increased data focus. A further 15% indicated that the Ministry of Education advised the CoL how to get their achievement challenges accepted. Others faced various forms of pressure including internal pressure from the CoL (9%) or pressure to speed up (6%).

## How easy was it to agree achievement challenges within your CoL?

(Table 8; n = 54)

Only 58% of those surveyed answered this question. Throughout the survey, principals commented that some questions were difficult to answer because it was too early to tell. The number of respondents to this question may indicate that achievement challenges have not been agreed to in all the CoLs represented. Of those who responded to this question, most (85%) found it either easy (61%) or very easy (24%) to agree achievement challenges within the CoL. (See Figure 1).



This may be because these CoLs have been formed for a longer duration. However, interviewees also noted that once it was clear that only a narrow range of achievement challenges would be accepted it becomes fairly easy to agree if you wish to progress. Many respondents felt that they were directed to particular types of achievement challenges by the Ministry of Education. Some respondents noted that agreement was reached because of pressure, and the time already invested into the process, so that the CoL could move on to the next stage.

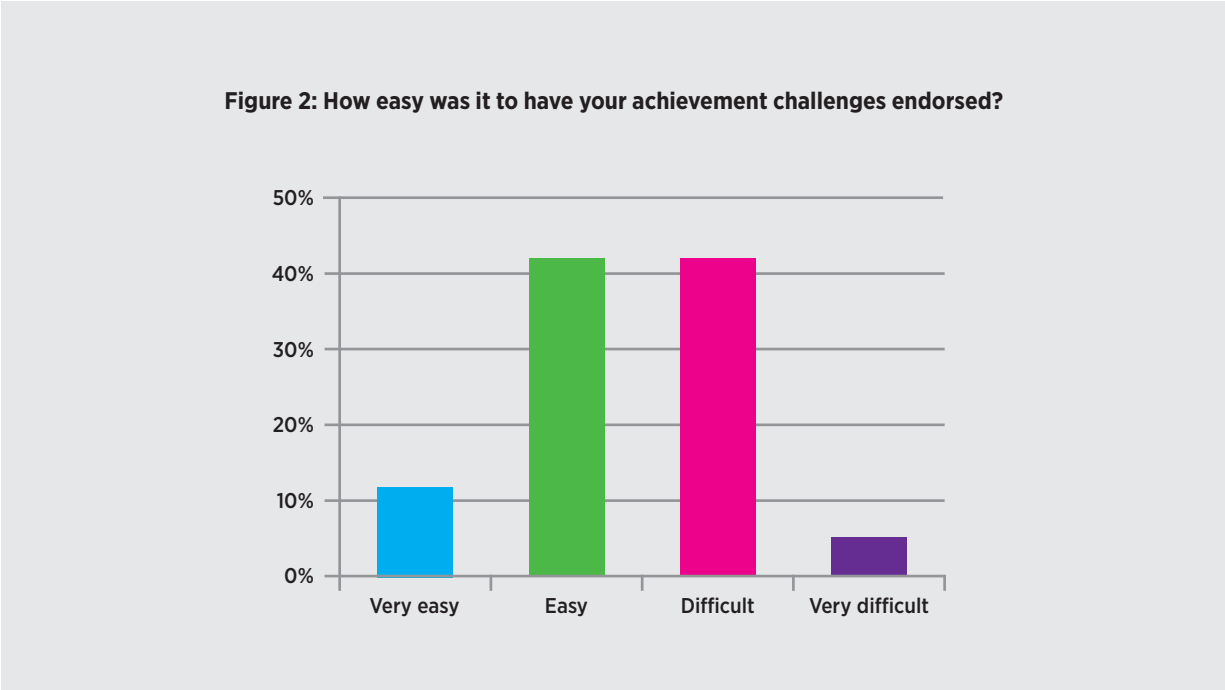
Interviewers noted that the more recent interviewees were describing more flexibility over achievement challenges, with student agency, student voice, student engagement, hauora, and truancy now able to be included as sub-challenges or strategies to improve student achievement.

Some respondents also said that the data made the challenges very obvious. For example, it is well documented that there are issues with boys' writing nationally so it is not surprising that this often became one of the achievement challenges.

### How easy was it to have your achievement challenges endorsed?

(Table 9; n = 41)

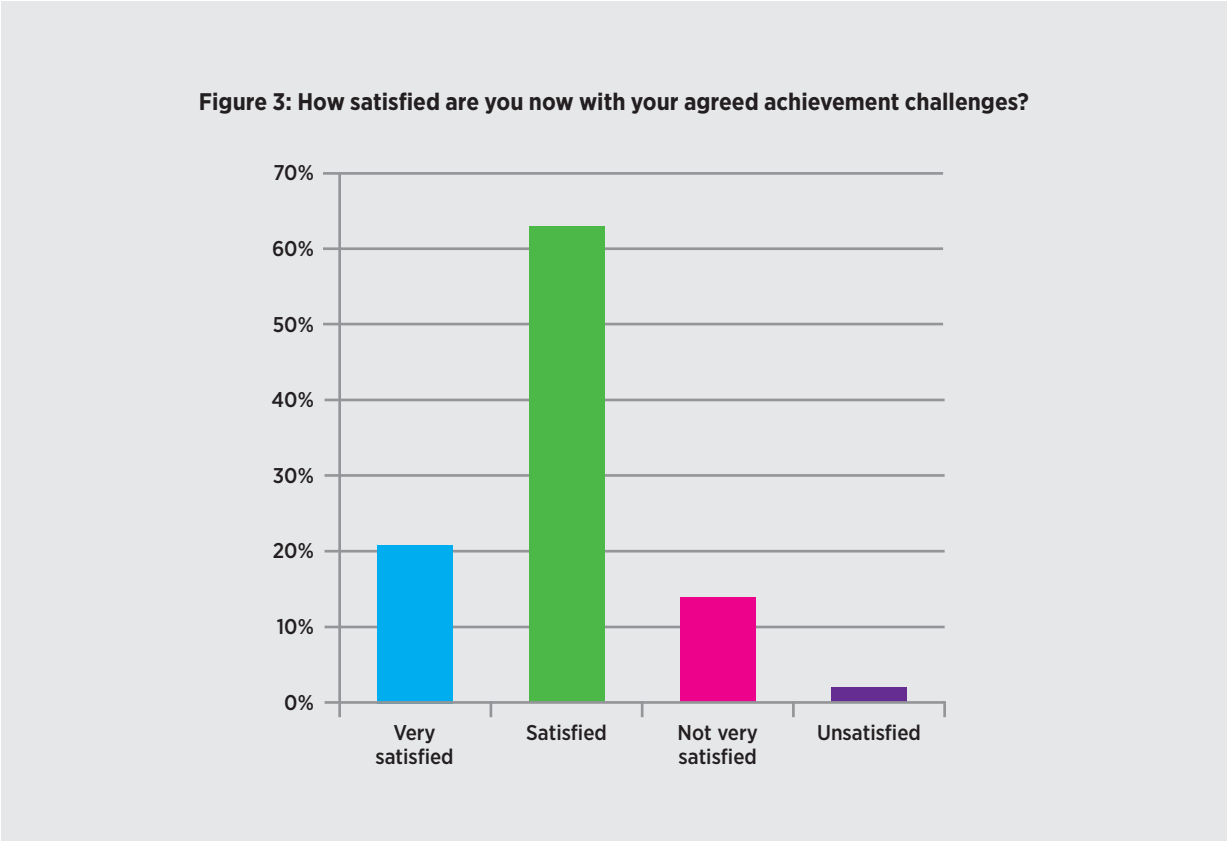
Even fewer principals responded to this question, (only 43%) indicating that while achievement challenges may have been agreed to by a CoL, they have not yet received endorsement from the Ministry of Education. (See Figure 2).



# How satisfied are you with your agreed achievement challenges?

(Tables 10 & 11; n<sub>1</sub> = 43; n<sub>2</sub> = 31)

Most principals (84%) who responded to this question were either very satisfied (9%) or satisfied (75%) with their agreed achievement challenges. However, it again must be noted that only 45% of those surveyed responded to this question. (See Figure 3).



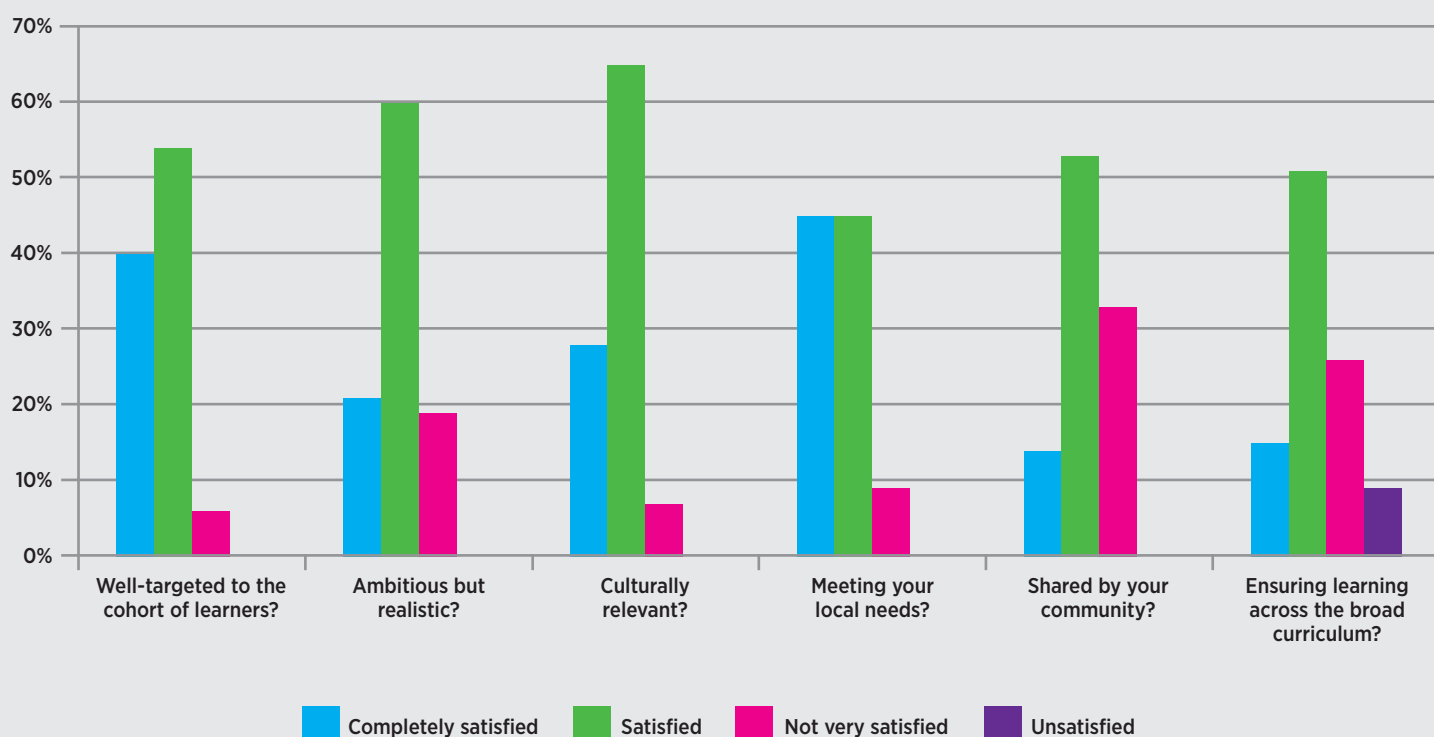
## How satisfied are you that your current achievement challenges meet these criteria?

(Tables 12 & 13;  $n_1 = 48$ ;  $n_2 = 22$ )

It is worth noting that respondents' satisfaction with their achievement objectives does not indicate that they have endorsement by the Ministry of Education.

It appears that once achievement challenges are agreed within a CoL that principals are generally happy that they are well-targeted to the cohort of learners. This is seen with 54% of respondents saying that they are satisfied with the achievement challenges, with a further 40% being completely satisfied. (See Figure 4).

**Figure 4: How satisfied are you that your current achievement challenges meet these criteria?**



Of those who responded to this question, 60% of principals are satisfied that their achievement challenges are ambitious but realistic with a further 21% being completely satisfied. There are however, those 19% who are not very satisfied that the achievement challenges are ambitious but realistic. It is not clear if the dissatisfaction comes from the achievement challenges being too ambitious, or not ambitious enough. Reflections from the interviewers noted that it was more likely to be the former. If schools were already achieving at or above 85% then they felt pressure to lift their targets above this.

A significant number of respondents indicated that they were either satisfied (65%), or completely satisfied (28%) that their achievement challenges were culturally relevant. Only 7% of those who replied to this question were not very satisfied that their achievement challenges were culturally relevant.

While 67% of principals who answered this question were either satisfied or completely satisfied that their achievement challenges were shared by their community, 33% were not very satisfied that this was the case.



Only 15% of those who responded to this question were completely satisfied that their achievement challenges are ensuring learning across the broad curriculum. A further 51% said that they were satisfied, but 35% of respondents were either not very satisfied (26%) or unsatisfied (9%) that their achievement challenges would ensure broad learning across the curriculum.

## **What leadership appointments has your CoL made?**

(Tables 14 & 15;  $n_1 = 39$ ;  $n_2 = 53$ )

Of those who responded to this question (only 41% of those surveyed), most Communities of Learning had appointed a CoL leader (97%). Additional leadership role appointments had been made by 28%. Only 2.5% of respondents to this question had made alternatives leadership appointments agreed to by the Secretary of Education. Interviewers noted that some respondents found the appointment of the lead principal to be an extremely time-consuming process. In some cases a principal indicated that they were interested in the role, simply in order to get the process started.

## **How satisfactory was the appointment process for the CoL leadership roles?**

(Tables 16 & 17;  $n_1 = 40$ ;  $n_2 = 36$ )

It appears, from the number of respondents to this question and the comments made, that many Communities of Learning have not yet appointed the main leadership role.

Those in Communities of Learning who had made appointments were generally happy with the process, with 45% noting that it was highly satisfactory, and a further 40% stating that the process was satisfactory. Only 15% said that the appointment process was unsatisfactory.

## **Did your CoL discuss alternatives to a single leadership position?**

(Tables 18 & 19;  $n_1 = 63$ ;  $n_2 = 41$ )

It is worth noting that while 63% of respondents had discussed alternatives to a single leadership position, few have had alternatives agreed to by the Secretary of Education. It is difficult to directly compare this question with the one that discusses the leadership appointments that have been made. This is because only 41% of those surveyed responded to the question around leadership appointments, and 66% of those surveyed responded to this question around alternative models of leadership. It is not clear if alternative models of leadership were declined by the Ministry of Education, or not pursued by the CoL. Interviewers noted that it was more likely that alternative models were not sought by the CoL, because it appeared that a single leader was a given and therefore not worth pursuing. There were exceptions to this, for example when the principals in a CoL all favoured a leader who may not have met the experience criteria or they had a situation where no one wanted, or was eligible, to be the leader.

## **Have you allocated leadership expertise allowances in your CoL?**

(Table 20;  $n = 51$ )

Eighty-two percent of those who responded to this question had not allocated leadership expertise allowances in their CoL.

## **Were there any issues with the criteria for leadership appointment, and if so, what were they?**

(Table 21; n = 41)

Of those who responded to this question, the majority, 66%, did not think that there were any issues with the criteria for leadership appointment. The most significant issue, identified by 10% of respondents, was that the current process ignores collaborative leadership.

## **Is there anything you would like to see changed in the leadership appointment process?**

(Tables 22 & 23; n<sub>1</sub> = 59; n<sub>2</sub> = 54)

Initially, 40% of respondents to this question noted that there was nothing that they would like to see changed in the leadership appointment process. However, when given the opportunity, 92% of those who responded to the question chose to make suggestions to improve the leadership appointment process – regardless of whether they indicated they would like to see change or not. Many of the principals who responded to this question are looking for the ability to choose a shared leadership role (26%). A significant number (24%) identified that the process is too complex, with a further 17% seeking more flexibility within the process.

## **What appointments to across community teacher roles has your CoL made?**

(Tables 24 & 25; n<sub>1</sub> = 20; n<sub>2</sub> = 59)

Only 21% of principals surveyed replied to this question which may indicate at the time of the survey, not many across community teacher appointments had been made. From those who responded, it is unclear how many across community roles a CoL was eligible for and therefore what focus areas have been prioritised.

As with other questions, more principals took the opportunity to comment than responded to the initial question. A significant number of those who responded, 57%, noted that no appointments had been made as it was too early in the process.

## **What appointments to in school teacher roles has your CoL made?**

(Table 26 & 27; n<sub>1</sub> = 9; n<sub>2</sub> = 51)

Only 9% of those surveyed responded to this question. This is again indicative that it is too early in the process to answer this question, as in many CoLs, appointments have not yet been made. At this stage, it appears that few appointments are being made to focus on cultural competency or community engagement. This is despite the evidence that notes the importance of these factors (NZEI Te Riu Roa & Ministry of Education, 2015).

More across community roles have been filled, rather than in school roles.

### Has your CoL merged any in-school roles into across-community roles?

(Tables 28 & 29; n<sub>1</sub> = 38; n<sub>2</sub> = 25)

At this stage, few CoLs have merged in-school roles into across-community roles - only 8% have used this option. It is likely that this is because it is too early in the process for communities to be considering this and it may be that respondents were not aware that this is possible.

### Was the \$1000 grant adequate in assisting your school to participate in the CoL?

(Tables 30 & 31; n<sub>1</sub> = 78; n<sub>2</sub> = 59)

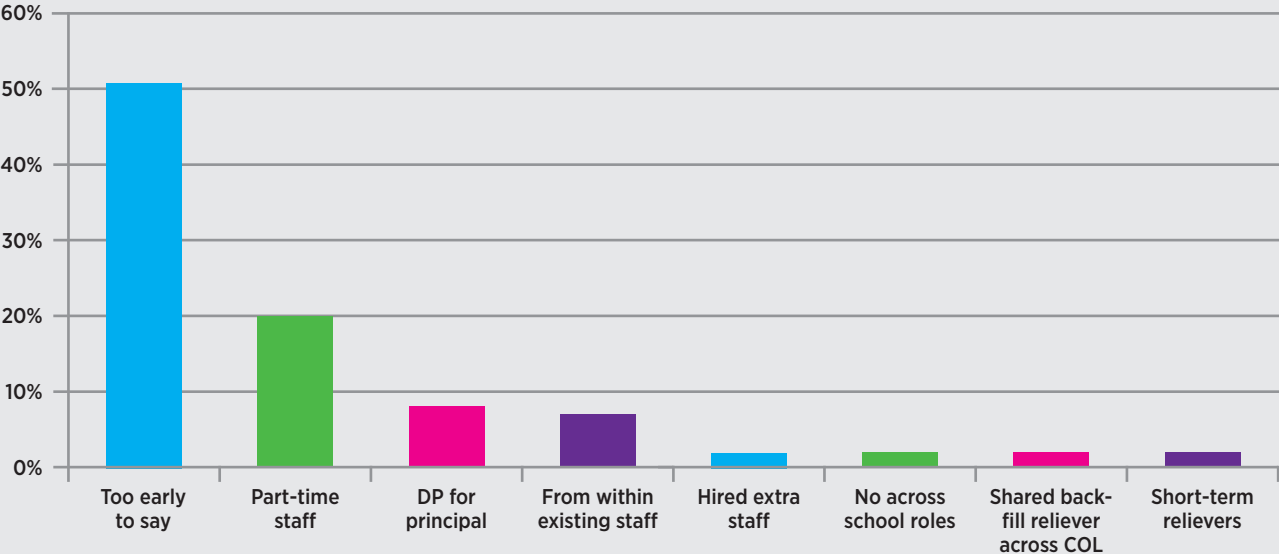
While 73% of those who responded to this question indicated that the \$1000 grant was adequate in assisting schools to participate in CoL, the question needs to be asked why it was not sufficient for 27% of principals. It may be that the size of the CoL has a significant impact on this. It is suggested those schools that are rural and/or remote are more likely to find the grant inadequate. Future work may investigate this aspect more fully.

### How are your CoL roles being back-filled?

(Table 32; n = 55)

Of those who responded to this question, 51% said it was too early to say how CoL leadership and across community roles would be back-filled. Part-time staff would be used by 20%, with the deputy principal filling the principal's role for 8% of respondents. (See Figure 5).

Figure 5: How are your CoL roles being back-filled?

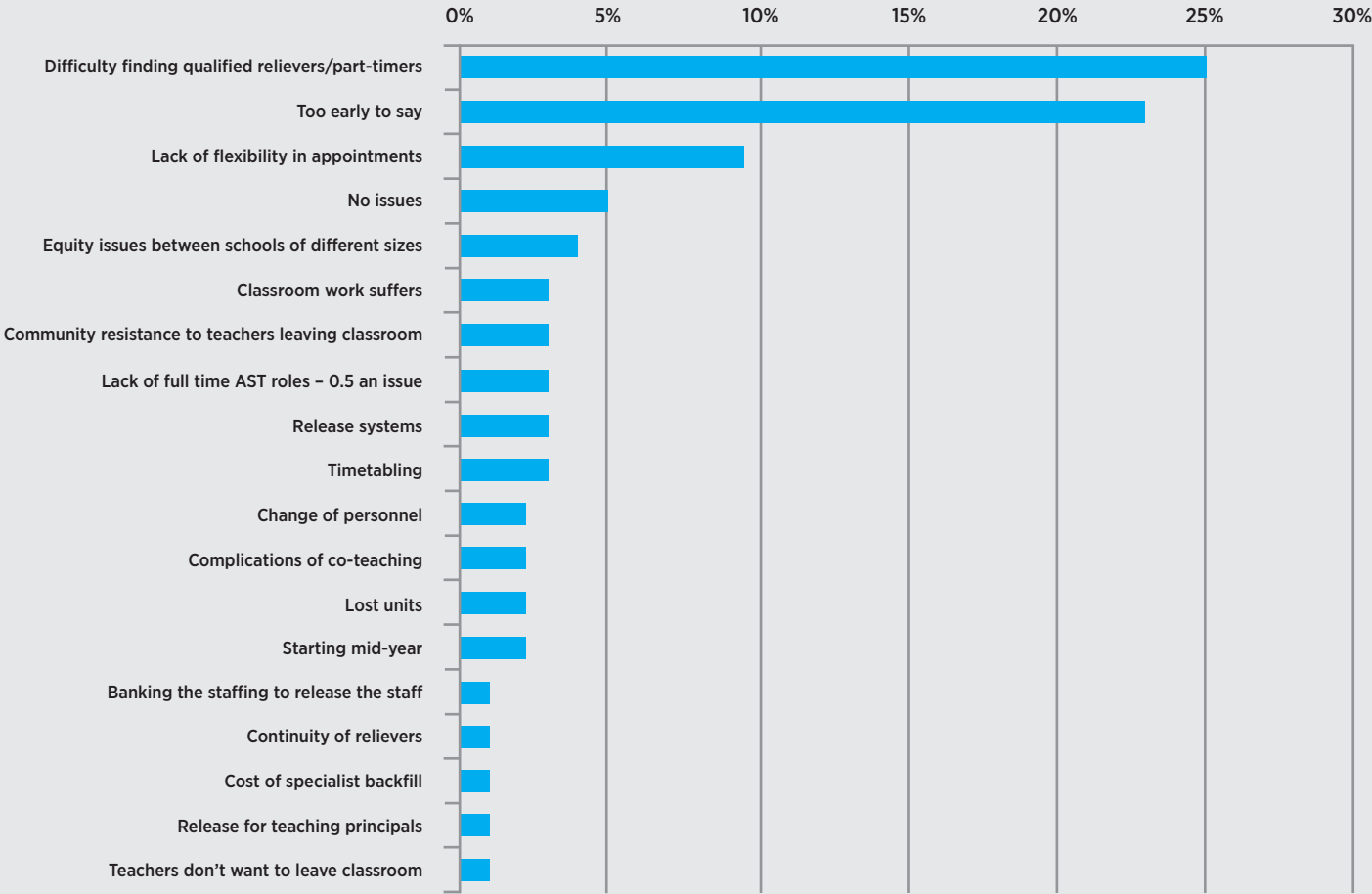


### What issues arose in terms of back-filling the roles?

(Table 33; n = 91)

The difficulty of finding qualified and/or part-time relievers was identified by 25% of those who responded to this question. A further 23% are yet to deal with this issue, as they determined it was too soon to say what the issues are in terms of back-filling roles. (See Figure 6).

**Figure 6: What issues arose in terms of back-filling the roles?**



### What are the biggest issues for your CoL in dealing with release?

(Table 34; n = 77)

Of those who responded to this question, 30% noted that it was too soon for their CoL to identify any issues related to release. However, 27% of those who responded stated that finding good relievers was the biggest issue in dealing with release.

## **What is being considered in terms of learners' transition in your CoL?**

(Table 35; n = 99)

Of those who responded this question, 29% indicated that nothing is being considered in terms of the learners' transition between ECE and primary. Some principals (3%) noted that the ECE sector need funding to participate fully in the CoL model.

While 17% of respondents noted that consideration of the learners' transition process was in progress, there is no detail around this, and what this may involve. It is worth considering the potential impact of ECE being included as equal partners in the CoL process. At this stage, ECE services receive no additional funding to be involved and it is difficult for ECE teachers to access leadership roles.

## **What are your measures of successful transition?**

(Table 36; n = 103)

Respondents identified a range of features to measure successful transition. However, most of those surveyed do not appear to have official processes to measure this. Establishing more formal processes to measure the success of transition processes is a potential area for future development.

## **What have been the challenges in addressing transition to secondary schooling?**

(Table 37; n = 40)

While 13% of those who responded to this question do not have any challenges in addressing transition to secondary, 15% noted the inconsistency between primary and secondary data. It is not clear if this is because a variety of tools are used to measure success in different settings, or because of the way that different assessment tools are being used. There are also potential issues with secondary school teachers not having experience around interpreting National Standards data, and the 'slide' or 'drop' in achievement over the school holidays, before children start at secondary school. These issues could be investigated further. It is interesting that 27% of respondents noted it was too early to say what the challenges in addressing transition to secondary schooling are. This significant transition point is not just a feature in Communities of Learning.

## **How are you addressing these?**

(Table 38; n = 40)

A significant number of respondents (32%) noted that at this stage it is too early to address the challenges in the transition to secondary schooling. Improved communication was identified by 19% as a way of addressing the challenges of the transition to secondary. It could be said that more work needs to be done to develop relationships in order to enhance transition between primary and secondary school settings.

## **Are ECE services formally included in your CoL?**

(Table 39; n = 82)

Of those who responded, 84% do not have ECE services included formally in their Community of Learning. It is not clear why ECE services are not included – it could be due to geographical barriers, lack of interest or due to lack of funding for ECE services. This needs further investigation.

## If ECE services are not included, what is your relationship with local ECE services? (Table 40; n = 66)

Over 50% of the respondents felt that they had positive relationships with their local ECE services.

## If ECE services are not included, how are children under five being considered? (Table 41; n = 44)

Overwhelmingly, children aged 0-5 years were not being considered in CoL planning if ECE services were not included formally in a Community of Learning. This is a significant concern.

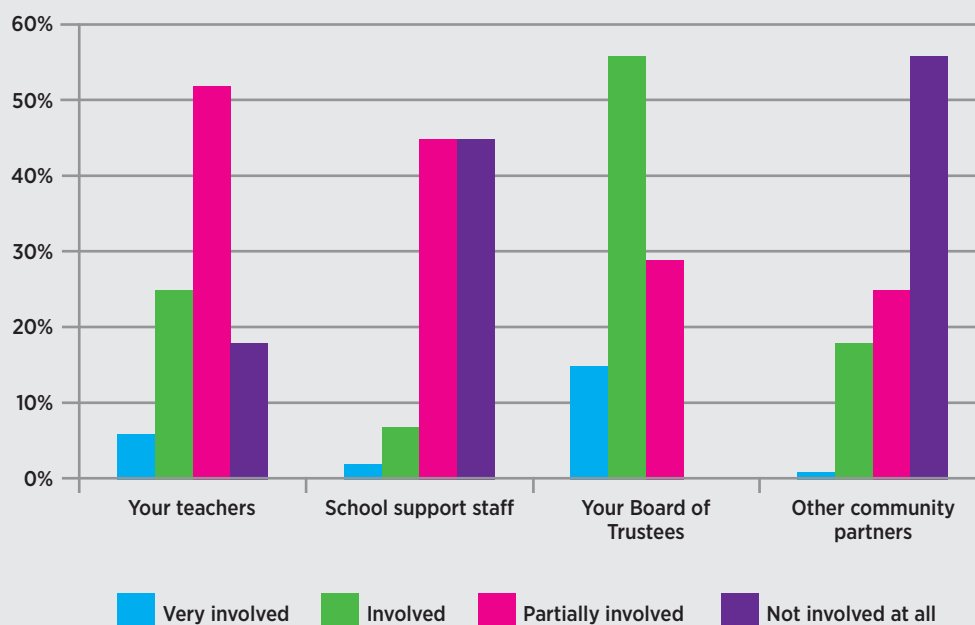
## What is needed to support better engagement with ECE? (Table 42; n = 65)

A significant number of participants (33%) identified funding for ECE to participate in CoL processes as a support for engagement, with a further 14% noting that the formalisation of ECE in CoL processes would support engagement with ECE colleagues. Of those surveyed, 8% noted that time would support better engagement, along with 11% that stated better communication/relationships with ECE would help. It is worth noting that most of the supports identified involve some resourcing component for ECE, in terms of either time and/or money. Interviewers commented that some of the interviewees were considering ECE involvement or had some involvement on an informal level. Some respondents noted that they were finding their way first and they saw ECE involvement as a next phase.

## How involved in the establishment of your COL were teachers / support staff / BoT / community partners? (Tables 43 & 44; n<sub>1</sub> = 86; n<sub>2</sub> = 45)

Despite the encompassing term 'Community of Learning', in 70% of CoL, teachers were either partially (52%) or not (18%) involved in their development. In 90% of CoL, school support staff were either partially involved (45%) or not involved (45%). Board of trustee members were involved (56%) or very involved (15%) in CoL establishment. Other community partners were not involved in the establishment of 56% of CoL. While boards of trustees need to be involved in the establishment of a CoL, it would be expected that all groups would have some say in their formation. This is particularly true for teachers, who are likely to be impacted by the decisions of their CoL. (See Figure 7).

**Figure 7: How involved in the establishment of your COL were teachers / support staff / BoT / community partners?**



## How is your CoL addressing inclusion?

(Table 46; n = 81)

While 23% of those who responded to this question noted that it was too early to comment, a further 24% said that their CoL is not addressing inclusion for students with additional learning requirements. This is not surprising, given that when the available approved achievement challenges were analysed by MOE and NZEI Te Riu Roa in late 2016, only five out of 35 mentioned inclusion (NZEI Te Riu Roa & Ministry of Education, 2016). This is clearly an area where further work needs to be done to establish why inclusion is not being addressed.

## Is success for Māori learners one of your achievement challenges?

(Tables 48 & 49; n<sub>1</sub> = 70; n<sub>2</sub> = 116)

Most Communities of Learning, (70%) had established achievement challenges that incorporated success for Māori learners. However, there is still a significant number of CoL (30%) that have chosen not to address success for Māori learners through achievement challenges.

## What strategies is your CoL using to address progress and success for Māori learners?

(Table 50; n = 59)

Of those who responded to this question, 28% were focussing on improving teaching practice and cultural competence as strategies to address progress and success for Māori learners. A range of strategies were being considered, although 15% noted that it was too early to tell, and a further 8% had no strategies to address progress and success for Māori learners.

## Has your CoL established a plan for Māori students to succeed as Māori?

(Tables 51 & 52; n<sub>1</sub> = 24; n<sub>2</sub> = 50)

While only a small number of those surveyed answered this question (25%), it is concerning that 75% of respondents indicated that their CoL has not established a plan for Māori students to succeed as Māori. While some of this response may be due to the fact that achievement challenges have not been finalised, this should be a priority for most CoL. Only 10% of those who responded to this question indicated that it is a high priority for Māori students to succeed as Māori.

## Did you have engagement with iwi or hapū in determining your achievement challenges?

(Tables 53 & 54; n<sub>1</sub> = 68; n<sub>2</sub> = 39)

Of those who responded to this question, 65% noted that they had not engaged specifically with Māori.

## In your view, what further refinement or flexibility is required for CoL structures?

(Table 55; n = 241)

The most significant areas identified for refinement or flexibility for CoL structures were the shared leadership model, the ability to have greater flexibility around achievement challenges, more autonomy and better funding from the MoE.

## **What barriers remain to effective collaboration in your CoL?**

(Table 56; n = 178)

Respondents identified a significant number of barriers that are impacting effective collaboration. In fact, the number of barriers identified are more than the number of those people surveyed. Many of these barriers are not insurmountable. However, the number of barriers identified could be indicative that a significant amount of time needs to be spent developing trusting relationships within the Community of Learning.

## **What positive changes have taken place within your CoL?**

(Table 56; n = 137)

It is concerning that the reason for the introduction of the Investing in Educational Success policy was to “lift the achievement of Maori and Pasifika children and young people, those from poorer homes, and those with special education needs” (Ministry of Education, 2013, p.3, para.14) and yet in many CoL, the needs of these learners does not appear to have been taken into account.

Principals noted to interviewers that they were concerned that staff and/or students would miss out if they were not in a CoL – particularly for staff in professional learning and development, and those students with additional learning needs. Ongoing pressure on principals not participating in CoL processes, along with potential negative impacts for the school community, were drivers for becoming involved in CoL.

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## APPENDIX – REPOSES TO SURVEY QUESTIONS

TABLE 1: Main challenges respondent perceived in forming Communities of Learning (CoL) (n=91, OEQ)

Response	Number	Percentage
MOE pressure/requirements/MOE staff changes/rule changes	62	19%
Time	27	8%
Getting agreement on how to operate	27	8%
Opposed to the idea/model of COLs	21	6%
Information on COLs (lack of)	13	4%
Different school/network/cluster cultures	12	4%
Workload	12	4%
Developing achievement challenges	12	4%
Building trust	12	4%
Collaborating within a competitive framework	11	3%
Lack of flexibility in leadership model	11	3%
Leadership	9	3%
Lack of resource to do initial work	9	3%
Equity due to school sizes	8	2%
Geographical issues	8	2%
Length of process	8	2%
School staff changes	7	2%
BOT issues/concerns	6	2%
Employment issues	6	2%
Community pressures	5	2%
Too hard to accommodate ECE	4	1%
Announced as a CoL before COL formed	4	1%
No clear direction or guidance/models	4	1%
Understanding CoL model	4	1%
No problems	3	1%
Exclusion of some schools	3	1%
Communications	3	1%
Data issues	3	1%
Primary/secondary issues	3	1%
Hard on FTP	2	1%
NZEI/PPTA CA differences	2	1%
size of COL	2	1%
Understanding CoL model	2	1%
Too early to say	1	0.1%
Conflict between school and COL role	1	0.1%
Facilitation	1	0.1%
Contractual aspects	1	0.1%
Different agendas	1	0.1%
Exclusion of AP/DP from AST role	1	0.1%
Issues working with iwi	1	0.1%
Lack of local expertise	1	0.1%

**TABLE 2: Aspects of forming CoL most satisfying to respondent (n = 88, OEQ)**

<b>Response</b>	<b>Number</b>	<b>Percentage</b>
Collaboration	56	36%
Collegiality	25	16%
Building trusting relationships	21	13%
Developing community spirit	19	12%
Primary & secondary working together	16	10%
Good discussions	15	10%
Getting good advice	6	4%
Optimism	6	4%
Good data	5	3%
Professional focus	5	3%
Agreeing achievement challenges	4	3%
BOT working together	4	3%
Commitment	4	3%
Working with MOE	4	3%
Good for children	3	2%
Learning new things	3	2%
Maintaining existing success	3	2%
Nothing	3	2%
Critical friends	2	1%
Cultural inclusion	2	1%
PLD opportunities	2	1%
Starting!	2	1%
Transition focus	2	1%

**TABLE 3: Resources respondent perceived would have helped in forming CoL (n = 86 OEQ)**

COL guidance/checklist/template	26	28%
No problem with resourcing	23	25%
Consistent info from MOE	23	25%
More funding	22	24%
Independent advice	13	14%
More time	12	13%
Knowledgeable facilitation	10	11%
MOE support was good	8	9%
Extra staffing	6	7%
Establishment leader position	6	7%
More release time	6	7%
Mentor/critical friend	4	4%
Admin support	4	4%
Principal from within COL	3	3%
Funding for PD	2	2%
More consistent data across all schools	2	2%
Extra support based on size of COL	2	2%
Pastoral support	1	1%
Union help was appreciated	1	1%
Pre-EOI conversations	1	1%

**TABLE 4: CoL has agreed achievement challenges (n=88)**

Yes	48	55%
No	40	45%

**TABLE 5: Time taken to agree achievement challenges (n = 38)**

Up to 3 months	4	11%
3 - 6 months	4	11%
6 months - 1 year	17	45%
1 year	10	26%
Between 1 and 2 years	1	3%
"Ages"	2	5%

**TABLE 6: Respondent faced pressure to change or amend challenges (n = 63)**

Yes	38	60%
No	25	40%

**TABLE 7: Details of pressure to change or amend challenges, if 'yes' in Table 6 (n = 58)**

More National standards/data focus	28	60%
MOE "advised" on how to get accepted	7	15%
Internal pressure in COL	4	9%
Pressured to speed up	3	6%
Vision amended	1	2%
Subtle pressure	1	2%
Minor tweaks	1	2%
Include faith-based goals	1	2%
Pressure to quantify things that are hard to measure	1	2%

**TABLE 8: Ease of agreeing achievement challenges within CoL (n = 54)**

Very easy	13	24%
Easy	33	61%
Difficult	8	15%
Very difficult	0	0%

**TABLE 9: Ease of getting achievement challenges endorsed by MOE (n = 41)**

Very easy	5	12%
Easy	17	42%
Difficult	17	42%
Very difficult	2	5%

**TABLE 10: Respondent satisfaction with agreed achievement challenges (n = 43)**

Very satisfied	9	21%
Satisfied	27	63%
Not very satisfied	6	14%
Unsatisfied	1	2%

**TABLE 11: Comments in relation to responses in Table 10 (n = 30)**

Too early	8	27%
Data is out of date	5	17%
Prefer to focus on other things than just achievement	4	13%
Concerned challenges unrealistic	3	10%
Good to be able get on with things	2	7%
Will use action plan to ensure local needs met	2	7%
Able to look at student	1	3%
Easy once requirements understood	1	3%
Less satisfied than when we started	1	3%
Need to look outside NCEA and Nat Standards	1	3%
Too many challenges	1	3%
Will be refining them	1	3%

**TABLE 12: Satisfaction that current achievement challenges are meeting stated criteria (n = 8)**

Criterion	Completely satisfied		Satisfied		Not very satisfied		Unsatisfied	
	Count	%	Count	%	Count	%	Count	%
Well-targeted to the cohort of learners?	19	40%	26	54%	3	6%	0	0%
Ambitious but realistic?	10	21%	28	60%	9	19%	0	0%
Culturally relevant?	13	28%	30	65%	3	7%	0	0%
Meeting your local needs?	20	45%	20	45%	4	9%	0	0%
Shared by your community?	6	14%	23	53%	14	33%	0	0%
Ensuring learning across the broad curriculum?	7	15%	24	51%	12	26%	4	9%

**TABLE 13: Comments in relation to responses in Table 12 (n =22)**

Too early	10	48%
Challenges are too narrow	3	14%
CoL schools have diverse needs	2	10%
Community not satisfied	2	10%
Cultural relevance most important	2	10%
Literacy is all-encompassing	1	5%
Need teachers to understand challenges	1	5%

**TABLE 14: CoL leadership appointments made (n = 39)**

COL Leader	38	97%
Additional Leadership Roles	11	28%
Alternatives agreed by Secretary of Education	1	3%

**TABLE 15: Comments in relation to responses in Table 14 (n = 53)**

Want more flexibility round leadership role including sharing role	12	23%
In progress	11	21%
Too early	10	19%
Short term appointment	4	8%
Only one candidate for LP	3	6%
Concerned about additional workload	2	4%
Good to have support for Leader	2	4%
Had to re-advertise	2	4%
Had to shoulder tap people	2	4%
NZEI/MOE agreed to a stretch	2	4%
Leader has less than 6 years' experience	1	2%
Secondary DP appointed	1	2%
Stop-gap appointment so someone gets paid for all the work	1	2%

**TABLE 16: Respondent satisfaction with CoL leadership role appointment process (n = 40)**

Highly satisfactory	18	45%
Satisfactory	16	40%
Unsatisfactory	6	15%

**TABLE 17: Comments in relation to responses in Table 16 (n = 36)**

Too early	7	19%
Application process too complex	6	17%
Satisfactory	6	17%
One applicant so no issues	4	11%
Rigorous	3	8%
MOE adviser/process frustrating	2	6%
BOT opposed principal taking lead role	1	3%
Leader may not be respected	1	3%
Lengthy process	1	3%
No principal wants lead job	1	3%
Not a level playing field	1	3%
NZEI/MOE agreed to stretch	1	3%
Single leader will not work	1	3%
Very transparent	1	3%

**TABLE 18: CoL discussed alternatives to a single leadership position (n = 63)**

Yes	40	63%
No	23	37%

**TABLE 19: Comments in relation to responses in Table 18 (n = 41)**

Looking at sharing role /outsourcing	8	20%
Were told shared role not possible by MOE	8	20%
Too early	7	17%
Brief discussion	6	15%
For second appointment	3	7%
Considering 1 year fixed terms as different skills needed at different phases	2	5%
Want team of three, switch leader each year	2	5%
Don't need lead principal	1	2%
Need 2 because many schools in COL	1	2%
No due to poor leadership in sector	1	2%
Only one person able/interested	1	2%
Single leader won't work	1	2%

**TABLE 20: Leadership expertise allowances allocated in CoL (n = 51)**

Yes	9	18%
No	42	82%

**TABLE 21: Issues with the criteria for leadership appointment (n = 41)**

No issues	27	66%
Ignore collaborative leadership	4	10%
No one wants to be lead principal	3	7%
Inflexible	2	5%
Breaks across present working structures	1	2%
COL leaders and MOE each had own criteria	1	2%
No local criteria	1	2%
Process too complex	1	2%
Too many meetings	1	2%

**TABLE 22: Desired changes in leadership appointment process (n = 59)**

Yes	35	59%
No	24	40%

**TABLE 23: Comments in relation to responses in Table 22 (n = 54)**

Ability to choose shared leadership role	11	26%
Too complex	10	24%
More flexibility	7	17%
Clarify role of the advisory panel member	3	7%
Outside people should be eligible e.g. ex-principal	3	7%
Access to independent facilitator	2	5%
Primary DPs should be eligible	2	5%
Broaden criteria	1	2%
CoL leader should be seconded fulltime and fully funded	1	2%
Col Principals should decide who is leader	1	2%
More time for preparation	1	2%

**TABLE 24: Appointments made to Across Community Teacher roles (n = 20)**

Focus area: collaborative inquiry	11	55%
Focus area: expertise capacity building	12	60%
Focus area: pedagogy/teaching practice	15	75%
Focus area: community engagement	11	55%
Focus area: transition support	12	60%
Focus area: cultural competency	15	75%

**TABLE 25: Comments in relation to responses in Table 24 (n = 58)**

No appointments made/too early	32	57%
Made generalist appointments	5	9%
Appointments include all aspects not specific to individuals	3	5%
Prefer local criteria	2	4%
Use a coaching model	2	4%
Want to appoint data specialist	2	4%
Concerns about eligibility	1	2%
Cultural competency most important	1	2%
Lead principal will lead process	1	2%
Need a focus on mental health of students	1	2%
More interested in operating as a team	1	2%
More weighting in ESOL and special-needs students	1	2%
Not many teachers interested	1	2%
Team teaching approach preferred	1	2%
Too many from one school	1	2%
Super SENCO across school role	1	2%

**TABLE 26: Appointments made in respondent's CoL to In-school Teacher Roles (n = 9)**

Collaborative inquiry	7	78%
Expertise capacity-building	5	56%
Pedagogy/teaching practice	7	78%
Community engagement	2	22%
Transition support	6	67%
Cultural competency	3	33%

**TABLE 27: Comments in relation to responses in Table 26 (n = 51)**

Too early	28	55%
Shared staffing generated so all schools have at least one	6	12%
Principals/schools chose on basis of achievement challenges	6	12%
Same as Across School roles	2	4%
Secondary roles only	2	4%
Based on achievement challenges	1	2%
Focus on building community capacity	1	2%
Generic	1	2%
Not all schools have one	1	2%
Special needs focus	1	2%
Spiral approach	1	2%
All filled	1	2%

**TABLE 28: CoL has merged in-school roles into across-community roles? (n = 38)**

Yes	3	8%
No	35	92%

**TABLE 29: Comments in relation to responses in Table 28 (n = 25)**

Too early	17	68%
Considering it	3	12%
One additional role	2	8%
Pooled resources so all schools have in school teacher instead	2	8%
Unsure of how to do this	1	4%

**TABLE 30: Adequacy of \$1000 grant to assist respondent's school participation in the CoL (n=78)**

Yes	57	73%
No	21	27%

**TABLE 31: Comments in relation to responses in Table 30 (n = 59)**

Unspent	11	19%
Used on admin/food/travel	9	15%
Needed more for release	8	14%
Pooled it	8	14%
Don't know	6	10%
Used for facilitation	4	7%
Employed facilitator	2	3%
More for PD	2	3%
Need more for ongoing costs	2	3%
Not enough info around it	2	3%
Not important	2	3%
More than needed	1	2%
Better as cash grant to CoL	1	2%
Depends on CoL size	1	2%

**TABLE 32: Backfilling CoL leadership and across-community roles (n = 55)**

Too early to say	30	51%
Part-time staff	12	20%
DP for principal	5	8%
From within existing staff	4	7%
Hired extra staff	1	2%
No across school roles	1	2%
Shared back-fill reliever across CoL	1	2%
Short-term relievers	1	2%



**TABLE 33: Issues for schools within CoL in terms of back-filling roles (n = 91, OEQ)**

Difficulty finding qualified relievers/part-timers	23	25%
Too early to say	21	23%
Lack of flexibility in appointments	8	9%
No issues	5	5%
Equity issue between schools of different sizes	4	4%
Classroom work suffers	3	3%
Community resistance to teachers leaving classroom	3	3%
Lack of full time AST roles - .5 an issue	3	3%
Release systems	3	3%
Timetabling	3	3%
Change of personnel	2	2%
Complications of co-teaching	2	2%
Lost units	2	2%
Starting mid-year	2	2%
Banking the staffing to release the staff	1	1%
Continuity of relievers	1	1%
Cost of specialist backfill	1	1%
Release for teaching principals	1	1%
Teachers don't want to leave classroom	1	1%

**TABLE 34: Biggest issues for CoL in dealing with release (n = 77)**

Too soon to comment	23	30%
Finding good relievers	21	27%
Same teachers being released impacts kids/quality	6	8%
Good teachers don't want to leave classrooms	5	6%
Hard to get a full day release in secondary	5	6%
Lack of flexibility	3	4%
Community resistance to job-sharing	2	3%
Impacts on staffing	2	3%
More impact on smaller school of AST	2	3%
Teachers being out of school	2	3%
Communication	1	1%
Costs	1	1%
Lack of evidence	1	1%
No issues	1	1%
Release not equitable across schools	1	1%
Resistance from primary DP	1	1%

**TABLE 35: Considerations re transition between ECE, primary and secondary in CoL (n=99 OEQ)**

Nothing re ECE/ECE too hard	29	29%
In progress	17	17%
Too early to say	11	11%
Strong in primary to secondary transition	9	9%
Nothing	6	6%
Included in challenges/focus areas	6	6%
Enhancing existing transition programme	5	5%
ECE/KA represented in CoL	5	5%
ECE need funding to participate	3	3%
AST (Transition) started looking at ECE to primary	2	2%
Kindergartens working with transition teacher	2	2%
Started looking at ECE to primary	2	2%
Clash of philosophies (ECE- primary) make it hard	1	1%
Maths transition in progress	1	1%

**TABLE 36: Measures of successful transition established in CoL (n= 103 OEQ)**

None	19	18%
Too early to say	16	16%
Need commonality in language and processes around this incl. data	13	13%
Feedback from parents and students	8	8%
Student voice	8	8%
Data is consistent and valid	5	5%
Achievement	3	3%
Know family and child before they enter school	3	3%
Shared expectations	3	3%
Attendance	2	2%
Cultural competence	2	2%
Good pastoral care	2	2%
Perceptual data	2	2%
Want quantitative measure	2	2%
Attendance/Retention/Achievement	2	2%
Comfort on first day	1	1%
Community agency	1	1%
Difficult due to transience	1	1%
Forms to fill in	1	1%
In progress	1	1%
Is a CoL goal	1	1%
Literacy	1	1%
Parent involvement	1	1%
Performance maintained post transition	1	1%
Principal to principal management of transition	1	1%
Relationships	1	1%
Roll growth	1	1%
Whatever works	1	1%

**TABLE 37: Challenges in addressing transition to secondary schooling (n = 40)**

Too early to say	26	27%
Inconsistency between primary and secondary data	14	15%
None	12	13%
Unclear	10	10%
Communication with secondary	4	4%
Different modes of working eg timetabling	3	3%
Disparity in expectations	3	3%
Retesting at secondary	3	3%
Induction practices	2	2%
Information/Availability of study options	2	2%
Unable to use PaCT	2	2%
Achievement	1	1%
Attendance	1	1%
Behaviour	1	1%
Change of physical learning environments	1	1%
Data for kids outside CoL contributing schools	1	1%
Dealing with excluded students	1	1%
Issues between intermediate and secondary	1	1%
National Standards issues	1	1%
Numerous secondary schools in CoL	1	1%
Parent concerns about cultural responsiveness	1	1%
Parental resistance to low-decile high school	1	1%
Staffing changes impacts induction processes	1	1%
Times for students to visit schools	1	1%
Transition of digital tools	1	1%
Transportation	1	1%

**Table 38: How CoL is addressing challenges in transition to secondary (n = 40)**

Too early	17	32%
Improved communication	10	19%
Unclear	6	11%
Moderation meetings	5	9%
Working on it as a CoL	4	8%
Through achievement challenges	1	2%
Already addressed	1	2%
Asked BOT to contribute to solving	1	2%
BYOD for digitally literate students	1	2%
DP meetings	1	2%
Encourage kids to go to CoL high school	1	2%
Formal transition project	1	2%
Looking at themes that result in retesting	1	2%
Sec Teachers working in Primary	1	2%
Shared PD	1	2%
Told the MOE we need a high school	1	2%

**TABLE 39: Are ECE services formally included in CoL (n = 82).**

Yes	13	16%
No	69	84%

**Table 40: Relationship with local ECE if not formally included in CoL (n = 66)**

Strong for individual schools	17	23%
Good	9	12%
Too many services	9	12%
Great	8	11%
Okay	7	9%
Poor	6	8%
Invited to join, low uptake	3	4%
Varies according to ECE service	3	4%
ECE formally in CoL	2	3%
KA wants to be in CoL	2	3%
Need to avoid perception of favouritism	2	3%
Too early	2	3%
Unclear	2	3%
Good with KA	1	1%
No relationship with CoL	1	1%
Working with MOE to manage involvement	1	1%

**Table 41: How children <5 being considered in CoL planning if no formal relationship with local ECE (n = 44) (OEQ)**

Nothing being done at this stage	41	82%
Individual schools maintaining relationships with ECE	2	4%
AST Literacy working with ECE	1	2%
Building on Special Ed transition programme with MOE	1	2%
ECE teachers come to transition meetings	1	2%
ECE invited to all meetings	1	2%
Issues with Kohanga and lack of pathway	1	2%
JSIF funding used to release KA head teacher to be part of CoL process	1	2%
Looking at transition as a CoL	1	2%

**TABLE 42: Respondent perceptions of what is needed to support better engagement with ECE (n = 65)**

Funding for participation in CoL processes	33	33%
Formalisation of ECE in CoL processes	14	14%
Better communication/relationships with ECE	11	11%
time	8	8%
ECE too varied	5	5%
Sort out structure/operation/funding of ECE sector	5	5%
Build awareness of transition among primary schools	4	4%
Private ECE hard to engage with	4	4%
Detail on how it would work	3	3%
Too early to say	3	3%
Don't know	2	2%
Familiarity with Te Whariki	2	2%
Already established connections including Kohanga	1	1%
Collect better data across community	1	1%
ECE need to share data	1	1%
Ensure all ECE teachers are qualified and trained	1	1%
PLD about ECE	1	1%
Require 100% qualified teachers	1	1%

**TABLE 43: Level of active involvement in CoL establishment by role**

Role	Level of Involvement								
	Very involved		Involved		Partially involved		Not involved		Total
	Count	%	Count	%	Count	%	Count	%	Count
Teachers	5	6%	21	25%	44	52%	15	18%	85
School support staff	2	2%	6	7%	38	45%	38	45%	84
Board of Trustees	13	15%	48	56%	25	29%	0	0%	86
Other community partners	1	1%	14	18%	19	25%	43	56%	77

**TABLE 44: Comments in relation to responses in Table 43 (n = 45)**

Other staff/BOT informed only	10	22%
Principal only involved	7	16%
Varied by school	7	16%
Everyone informed/presented to	5	11%
All community involved	4	9%
Senior management involvement	4	9%
Teachers aware but too busy/stressed to be involved	3	7%
BOT informed but not active	1	2%
Community involvement next phase	1	2%
MOE advised appointments panel not the place for iwi	1	2%
MOE ERO EDUCANZ involved	1	2%
Too early to say	1	2%

**Table 45: Impact of CoL on school staff overall (n = 83)**

Minimal so far	21	23%
Nothing yet	21	23%
Too early to comment	19	20%
People are looking forward to being involved	12	13%
People are apprehensive about being involved	7	8%
Interest in positions from teaching staff	3	3%
Concerned about additional workload	2	2%
Data issues	2	2%
DP disappointed not eligible	2	2%
Good awareness of changes to come	2	2%
Unclear	2	2%

**Table 46: How CoL is addressing inclusion for students with additional learning requirements (n=81)**

Doing nothing	20	25%
Too early to comment	19	23%
Through achievement challenges	12	15%
Discussions only	4	5%
Normal part of our school day	4	5%
Special School in CoL	3	4%
Interview questions for leadership roles	2	2%
Is a focus area	2	2%
A local criteria	1	1%
Assume they will be included	1	1%
Considering during data analysis	1	1%
Doesn't apply	1	1%
Expensive	1	1%
Funding dependent	1	1%
Included in overarching statement	1	1%
Included in values	1	1%
Looking at pooling resources	1	1%
Outside agencies need to be more helpful	1	1%
Part of vision	1	1%
Priority target group	1	1%
RTLB appointment	1	1%
School is positive about inclusion	1	1%
SENCO support	1	1%

**Table 47: How CoL formation has affected Special Educational Needs Coordinator (SENCo) role (n=74)**

Too early to say	29	39%
No effect	28	38%
Discussion stage	2	3%
Will form PLG group	2	3%
Across CoL SENCo meetings	1	1%
Considered in relation to Achievement Challenges	1	1%
Developing one shop model	1	1%
Few schools have SENCo	1	1%
Has been involved in meetings	1	1%
Is AST - increased workload	1	1%
Linked RTLB in CoL	1	1%
Not in leadership positions	1	1%
Potential of role needs to be acknowledged with release time	1	1%
Super SENCO role AST	1	1%
Transition role	1	1%
Uniform register across schools	1	1%
Will strengthen role	1	1%

**Table 48: Success for Māori learners is an achievement challenge in respondent's CoL (n = 70)**

Yes	49	70%
No	21	30%

**Table 49: Description of success for Māori learners achievement challenge (n = 116, OEQ)**

Challenges not set	17	15%
Target group in challenges	15	13%
85% at or above in reading writing and maths	8	7%
Will be important	6	5%
Included in targets, not specifically	6	5%
Writing	15	13%
Discussion stage	4	3%
too early	4	3%
NCEA a target for Maori	3	3%
5% improvement	2	2%
Attaining same levels as non-Maori	2	2%
Engagement	2	2%
Identity, language, culture	2	2%
Pasifika as well	2	2%
Accelerated progress	1	1%
At the heart of the Col - culturally relevant and responsive	1	1%
Attendance	1	1%
Boy's writing with focus on Māori boys	1	1%
Development of whole child	1	1%
E learning	1	1%
Exclusion rates	1	1%
Few Maori in CoL	1	1%
Highest priority	1	1%
In action plans	1	1%
Inconclusive data across CoL	1	1%
Loose	1	1%
Maori Medium pathways	1	1%
Maori no different to any other group in data	1	1%
Maori success lifted in all challenges	1	1%
Maths and retention yr 11/12	1	1%
Moving Maori students who are below to at or above	1	1%
Need to disaggregate data	1	1%
Numeracy and whanau	1	1%
Reading writing and maths	1	1%
Science	1	1%
Sensitive issue	1	1%
Student Agency	1	1%
Success for Ngati Porou learners	1	1%
Success in UE	1	1%
Transition	1	1%
Writing and wellbeing	1	1%
Y 11 to Y 12	1	1%



**Table 50: CoL strategies to address progress and success for Māori learners (n = 59)**

Improving teaching practice/cultural competence	24	28%
Too early to say	13	15%
In development	7	8%
No strategies	7	8%
At individual school level	5	6%
Engagement with whanau	4	5%
In achievement challenges/targets	4	5%
Track progress and achievement	3	4%
CoL Roles have Maori focus	2	2%
Monitoring and reporting achievement data	2	2%
Spiral approach to learning	2	2%
All at or above	1	1%
Appreciative critique	1	1%
Improving student agency	1	1%
Looking at suspensions and truancy	1	1%
Maori/Pasifika IEP	1	1%
Not applicable	1	1%
Retention goals	1	1%
Targeting Maori boys in the 3 Rs	1	1%
Using technology in learning	1	1%
We have six strategies! But we didn't say what they are!	1	1%
Will be audited	1	1%
Working with Waikato University	1	1%

**Table 51: CoL has established a plan for Māori students to succeed as Māori (n = 24)**

Yes	6	25%
No	18	75%

**Table 52: Comments in relation to responses in Table 51 (n = 50)**

Not yet	35	70%
In challenges/targets	5	10%
Is a high priority	5	10%
Individual school plans	3	6%
Māori in CoL achieving same as other children	1	2%

**Table 53: CoL engaged with iwi or hapū in determining achievement challenges (n = 68)**

Yes	24	35%
No	44	65%

**Table 54: Comments in relation to responses in Table 53 (n = 39)**

Not yet	17	44%
Other schools in the CoL have	3	8%
Consulted on strategy	2	5%
Iwi sceptical/did not respond	2	5%
Low level of engagement	2	5%
talked to Maori teachers	2	5%
At BOT level	1	3%
In community consultation	1	3%
Iwi concerned with brain drain want to keep leavers in rohe	1	3%
Iwi signed off challenges	1	3%
Iwi will be on stewardship group	1	3%
MOE recommended not to	1	3%
Not all iwi	1	3%
Pan iwi in Auckland	1	3%
We engage at other times	1	3%
With members of iwi and hapū who live locally	1	3%
With school whanau	1	3%

**Table 55: Respondent perceptions of changes needed to improve CoL structures (n = 241, OEQ)**

Shared leadership model	30	12%
Choosing goals/AC flexibility	23	10%
More autonomy from MOE	22	9%
Better funding	21	9%
Flexibility in how allowances are used	14	6%
Full information available before EOI	14	6%
Equitable funding between COL roles and existing leadership roles	13	5%
Flexible model	10	4%
More PD	10	4%
Access to expertise	8	3%
Align primary/secondary CA	7	3%
Able to appoint leader from outside	6	3%
Application eligibility criteria more flexible	6	3%
Guidelines on processes	6	3%
Collaborative model	5	2%
Independent facilitation	5	2%
Allowance for administrative support	4	2%
Fund ECE to participate	4	2%
More release time.	4	2%
More time to set AC	4	2%
All good	3	1%
Allow more choice in which schools join	3	1%
Guidelines on roles	2	1%
Leeway in teaching hours for AST	2	1%
Online PD for setting up COL	2	1%
Across COL H&S accountability	1	0.4%
All roles fixed term	1	0.4%
Backfilling guidance	1	0.4%
Centralised resourcing	1	0.4%
Change "leader" name	1	0.4%
CoL focussed ERO team	1	0.4%
Consolidate leadership role	1	0.4%
Make CoLs compulsory	1	0.4%
One fully released leader	1	0.4%
PD for secondary	1	0.4%
Self-review tool	1	0.4%
Support for immersion pathway	1	0.4%
Zoning clarity	1	0.4%

**Table 56: Perceived barriers to effective collaboration remaining in respondent's CoL (n = 178, OEQ)**

Time restraints	17	10%
Flawed model	12	7%
No shared understanding	12	7%
Own school vs COL priorities	11	6%
Lack of commitment	10	6%
Effectiveness of personnel	9	5%
Leadership issues	9	5%
Lack of trust	7	4%
Staff changes	7	4%
Competition	6	3%
MOE	6	3%
Absence of ECE in COL	5	3%
Additional workload	4	2%
Getting everyone on board	4	2%
Inflexible challenges	4	2%
Managing change	4	2%
No barriers	4	2%
Geography	3	2%
Lack of resourcing	3	2%
transient populations	3	2%
All good	2	1%
BOT understanding	2	1%
CoL too small	2	1%
Communication	2	1%
Differences in school demographics	2	1%
Finding relievers	2	1%
Lack of enthusiasm	2	1%
Perceptions	2	1%
PLD Allocation	2	1%
School size	2	1%
Anxiety about Ed Act changes	1	1%
AP/DP undermined	1	1%
BOT changes	1	1%
Clarity about roles	1	1%
Deficit thinking	1	1%
Established relationships	1	1%
Filling roles	1	1%
Induction	1	1%
Loss of autonomy	1	1%
Loss of cluster support	1	1%
Opposition to model	1	1%
Relativities	1	1%
Re-litigation	1	1%
Secondary timetabling	1	1%
Setting AC for Maori succeeding as Maori	1	1%
Socioeconomic differences in schools	1	1%
Tension btw leadership & collaboration	1	1%
"No man's land" in years 9 & 10	1	1%

**Table 57: Respondent's perception of most positive changes within CoL (n = 137, OEQ)**

Collaboration instead of competition	30	22%
Good conversations about education	12	9%
Collegiality	10	7%
Shared understanding	10	7%
Building trusting relationships	9	7%
Doing what is good for children across COL	9	7%
Not much has changed	8	6%
Respect between primary and secondary	7	5%
COL as network of QPE professionals	5	4%
Considering whole pathway ECE - Secondary	4	3%
Sharing data across COL	4	3%
Building capacity	3	2%
Opportunities for professional development	3	2%
Sharing resources	3	2%
Autonomy	3	2%
Changing what teaching looks like	2	1%
Common purpose	2	1%
Iwi attending meeting	2	1%
Teachers feeling satisfied	2	1%
Better relationship with MOE	1	1%
BoT getting together	1	1%
Culture Counts PD	1	1%
Improving transition	1	1%
Inclusiveness	1	1%
Meeting more often	1	1%
Nothing positive	1	1%
Sharing expertise	1	1%
Support for FTP	1	1%