

HOW DID WE GET FROM OUR BETTER PLAN TO THE JOINT INITIATIVE OUTCOMES?

The Better Plan standupforkids.org.nz/better-plan we launched in May 2014 was based on what educators and parents told us were priorities for investment in education. This diagram shows the progress – or lack of it – we’ve made with those issues through the process of the joint initiative nzei.org.nz/joint-initiative

<p>ORIGINAL ELEMENTS OF THE NZEI BETTER PLAN</p> 	<p>WHAT HAPPENED ALONG THE WAY</p>	<p>WHAT'S REFLECTED IN THE OUTCOME OF THE JOINT INITIATIVE</p> 
<p>Smaller class sizes</p>	<p>The Joint Initiative, agreed with the Ministry of Education in December 2014, focuses only on areas of shared agreement in relation to the Investing in Educational Success policy. Class size was excluded from the Terms of Reference.</p>	<p>No progress on this issue. We will need to campaign collectively through other mechanisms to address this.</p>
<p>All children at ECE services with 100% qualified teachers</p>	<p>Phase 1 of the joint initiative included a strong focus on transition from ECE to school.</p>	<p>In Phase 2, the focus will be on the identification, description and development of possible roles and resources for Communities of Learning to support successful collaborations and transitions within early childhood education and between early childhood services and schools. This will be undertaken by mid 2016 and may inform future collective bargaining.</p> <p>While not a commitment from Government to restore the 100% qualified and registered teacher target, this recognises the critical role of qualified teachers in ECE. Moreover, the Community of Learning model provides the ability to pool resourcing and will therefore mean some additional resourcing may be available to ECE services in COLs.</p>
<p>Better funding for children with special needs</p>	<p>The Government responded pre-Election 2014 with a commitment to increase funding for in-class support for children with special needs. The Joint Initiative Working Party found many good examples of effective support for children with special needs and a corresponding need for more resourcing to support these initiatives.</p>	<p>The Community of Learning gives schools and services the opportunity to choose teaching roles and resourcing (time and PLD) that focus on learners’ transitions and community engagement. This could provide significant support for learners with special needs who face particular challenges during transition.</p>
<p>Sustainable funding for support staff</p>	<p>Support staff were referenced in the Terms of Reference but the Working Party had insufficient time to complete the work required in this area.</p>	<p>In Phase 2, there will be a focus on the identification and development of possible support staff roles for Communities of Learning. Consideration will include:</p> <ul style="list-style-type: none"> • how any roles and resourcing could operate within and across schools and centres within a Community of Learning • how any roles and resourcing would align with existing career pathways and build on work in the Professional and Industrial Forums <p>While not a commitment from Government to address the funding issues for support staff, this recognises the critical role of support staff in teaching and learning. Moreover, the Community of Learning model provides the ability to pool resourcing and will therefore mean some additional resourcing may be available to support better quality support staff jobs in COLs.</p>
<p>Support for initiatives that make a real difference for Māori and Pasifika students</p>	<p>The Joint Initiative Working Party found that many schools and services support Māori and Pasifika student success through deepening relationships with whanau and aiga, providing additional support at transition points and reflecting te Ao Māori in their practices.</p>	<p>The Community of Learning gives schools and services the opportunity to choose teaching roles and resourcing (time and PLD) that focus on cultural competency, community engagement and on learners’ transitions. Phase 2 of the Joint Initiative will include a major focus on Māori and Pasifika achievement.</p>