The Special Education "Update" signals that special education services may be delivered primarily through CoLs, with implementation in 2017. Under proposed MSD reforms, some or all funding and staffing of Special Education might also move to a new Children's Agency, which could be used to purchase Special Education services.

New data infrastructure and legislation will enable tracking of individuals through a National Student Number for every child from ECE to tertiary, and the capturing of information from all school student management systems. Integration of data across ministries will enable individually targeted funding, and National Standards data may be used to measure the outcome of that funding.

The Government is undertaking radical system change, driven by its "social investment" approach on the one hand and the re-centralising of the devolved model of Tomorrow's Schools on the other. The social investment strategy aims to reduce "future liability" to Government by identifying children at greatest risk of under-achievement and poor life outcomes. Under this approach, the Government sets targets and funds programmes. It requires quantitative, measurable results - both to measure the success of investment and to performance manage the agencies delivering the services.

Will frame teaching and learning into the future. New legislation will be introduced to Parliament around September and this will provide an opportunity for further consultation. Proposals so far include a new purpose for education, new national educational goals, the removal of principals from Boards, combining Boards and student level reporting of National Standards data.

The Government's funding proposals include a "global budget" - a form of bulk funding - BoTs would decide how much of their funding to use for "credits for staff" and how much for operational costs, thereby incentivising the employment cheaper or fewer teachers. This could lead to bigger class sizes, the creation of "winner and loser schools" and less support for many students. There could be increased funding for private schools.

The Education Legislation Bill 2016 facilitates one principal being employed by several boards across a number of schools. The Bill is due to come into effect in the second half of 2016. This could speed up the structural reform from Tomorrow's Schools one-board/one-principal/one-school model to larger units.

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The new Education Council is appointed by the Minister rather than directly elected by the profession. The Council is currently drafting new professional standards and a Code of Conduct, and will be responsible for PLD from 2018. The Minister has created a class of "trainee teachers" who can teach unsupervised while undertaking ITE.

The Government expects all schools to be in CoLs by 2018. Nationally funded PLD, for example, will be delivered through CoLs. CoL Achievement Challenges (which must be approved by the Education Minister) have so far been predominantly set as targets of 85% of students achieving National Standards and NCEA Level 2.

National Standards are included in ERO's new indicators but it appears there is growing scepticism of their value. ERO notes that a focus on quantitative data, "cannot reflect the complexity of a school and its community and is likely to have a limited effect on school improvement.”
Government Reforms :: Join the Dots

Funding
The Government has announced plans to replace the current funding system with a “sharpened focus of services and schools on those most at risk of educational under-achievement. The Education Act Update Terms of Reference says: “we are reviewing 0-18 education funding to better direct funding to the size of the education challenge ECE services, schools and Communities of Learning face; shift the focus to growing the learning and achievement of all children and young people, and particularly those most at risk. We want a funding system that is focused in all its dimensions on learning outcomes and educational success for every young New Zealander by:

* Targeting the right resource at the right time to children who need it most; incentivising and prioritising governance and leadership attention to these.
* A standard per child funding amount – tailored to the learning expectations of each child at each stage of their education journey rather than their age or year level.
* Additional resources for children at most risk of under achievement to replace decile funding for both ECE and schooling.*

Cabinet will approve policy in October, with options to be progressed being announced by end 2016. Full implementation is expected by 2020.

Education Act Update
The new Education Act will frame teaching and learning into the future. New legislation will be introduced to Parliament around September and this will provide an opportunity for further consultation. Earlier proposals included a new purpose for education, new national education goals and measures, the removal of principals from Boards, combining Boards and requiring “student level reporting” of National Standards data. There will be another opportunity to speak out about the proposals when the new Bill is made public early in Term 3. It is important that we all take this opportunity to make submissions.

[http://goo.gl/c5fq2E](http://goo.gl/c5fq2E)

Communities of Learning
The Government expects all schools to be in CoLs by 2018. Nationally funded PLD, for example, will be delivered through CoLs. (Ref: Ministry of Education presentation to Otago/Southland Reference Group Meetings 17th and 18th May 2016)

CoL Achievement Challenges (which must be approved by Education Minister Hekia Parata) have to date been predominantly set as targets of 85% of students achieving at or above National Standards and NCEA. The Council is currently drafting new professional standards and a Code of Conduct, and will be responsible for PLD from 2018. Under the Education Legislation Bill 2016, the Minister has created a new class of “trainee teachers” who can teach unsupervised in the class of “trainee teachers” who can teach unsupervised.


Professional Standards
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Big Data
* The proposed Student Information Sharing Initiative (SISI) will capture information from all school student management systems into a central repository.
* The Education Legislation Bill 2016 will enable tracking of individuals by creating a National Student Number for every child that stays with them from ECE through to tertiary education.
* Budget 2016 used the Government’s Integrated Data Infrastructure (which links MSD, Justice, Corrections, Education, IRD and Health data to predict children most at risk of poor life outcomes) to individually target funding.
* National Standards data in the PaCT tool may be matched with the IDI data to measure the outcome of targeted funding.

Special Education
The Special Education “Update” signals that special education services may be delivered primarily through CoLs. The design of the new service takes place this year, with implementation in 2017.

Under proposed MSD reforms setting up a new Children’s Agency, some or all funding and staffing of Special Education might also move to the new agency, and/or agency staff acting as “navigators” for children in the care of the agency might use that funding to purchase services from Special Education.

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