

Learning and Change Networks

Contract no. 393-5577

Milestone 3 (final)

UniServices Task number: 32434.001/32436.001

Auckland UniServices Limited

A wholly owned company of

The University of Auckland

Prepared for:

Ministry of Education
45-47 Pipitea St
Wellington

Attn: Rose Carpenter

Date: April 2014

Edited by:

Brian Annan

Director Research and Development
Faculty of Education

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Note this is an edited report to reflect the growing partnership between the Ministry of Education and UniServices/The Faculty of Education at The University of Auckland for the Learning and Change Networks (LCN) strategy.

- Sections 1, 3, 4, 5, 6, 9, 10 and 11 were prepared by the UniServices/Faculty core LCN team; Brian Annan (PhD), Mary Wootton, Rene Burton, Raewyn Williams and Jean Annan (PhD). The Ministry's LDA Mereana Anderson supported the development of section 4.
- Sections 2, 7 and 8 were prepared by Ministry LDA Rob Mill. Brian Annan supported the development of section 2.

To ensure consistency in presentation, all 11 sections were edited by the UniServices/Faculty LCN programme director Brian Annan (PhD) and presented to the Ministry as a final draft. Ministry officials provided feedback on the final draft and appropriate alterations were made and a final report was presented to LCN National Manager Rose Carpenter for approval.

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1. EXECUTIVE SUMMARY

This is the third milestone report about the *Learning and Change Networks* strategy.

In the box below is an early description of the LCN strategy. Findings in this milestone report suggest a few changes to this description, which are outlined in the last section of recommendations. One of the main findings is that the four phases of infrastructure, understanding, implementation and sustainability can probably be reduced to three with sustainability and evaluation embedded weaved in from the outset.

What is the *Learning and Change Networks* strategy?

The strategy was established to grow collaborative knowledge-sharing and data savvy networks among kura, schools, families, whānau and communities to think creatively about ways to address the equity challenge. A learning and change network is defined as:

“A group of schools, kura¹ and communities working together to grow capability to accelerate learner achievement in a culturally intelligent way recognising the diversity of 21st century learning” (Ministry of Education, 2012).

Each network is invited into a four-phase learning and change process to grow innovative and effective learning environments that will benefit priority learner groups performing below national standards. Priority learners are those students performing below National Standards. Trends suggest a sharp focus on indigenous Māori students, Pasifika students, students with special education needs and students in low socio-economic communities. However, that does not discount other students that need a lift.

The four phases of learning and change are referred to as (i) the infrastructure phase (signing up to join the strategy); (ii) the understanding phase (profiling the current learning environment to learn what to change); (iii) the implementation phase (making the changes and checking for impact on priority learners); and (iv) the sustaining phase (embedding useful changes, eradicating redundant practices and systems & deciding on next steps).

The vision for the LCN strategy was outlined in the first milestone report. In a nutshell, the vision is about a paradigm shift from supply-driven educational services to demand-driven learning environments. In the second milestone report, several early success factors in making the paradigm shift were discussed: competition to collaboration; growing commitment; trialling implementation methods; gathering and analysing National Standards and NCEA data; shifting thinking from student voice to student agency, and; thinking global. This milestone report moves from those lofty thoughts to the practicalities of planning for change and starting to think about evaluating for success. It is a

¹ Kura Kaupapa Māori are Māori-language immersion schools (kura) where the philosophy and practice reflect Māori cultural values with the aim of revitalising Māori language, knowledge and culture.

milestone report that shows a strong commitment from most network leaders to break status quo learning and change arrangements that have kept priority learners in a holding pattern.

The number of networks has gone up from a total of 48 in June 2013 to 54 networks in December 2013. Those networks include 300+ schools, kura and associated communities – making LCN a significant strategy. The total number of networks is constantly changing as new networks join the strategy and a few leave or choose to go on hold for a while. Facilitation services remain close to capacity (60 networks) given the direct facilitation to the active networks and facilitation to settle complex situations as new networks form and existing one leave or go on hold.

Disciplined investigations into priority students' learning environments have continued with enthusiasm and many networks have moved towards formulating plans to make priority changes in 2014. Energy levels remain high and collaboration over competition prevails among participant schools. Furthermore, the drop out rate of networks is extremely low. This positive uptake towards a networked approach to learning and change around priority learners is something that may now be of interest to policy developers, particularly given the compelling evidence coming through in this milestone report and even richer evidence that is likely to come through in the final two milestone reports in June and December 2014.

This report follows on from the acknowledgement in the last milestone report that all participants believe there is considerable effort required to better connect families, whānau and communities to learning environments for priority learners. There is also growing interest in students becoming agents to improve their own learning environments, which suggests that adult-driven interventions are not the only way to create systems change. Those two priorities stand out but there is a rich array of other change priorities that the reader will discover in this report. Several tools have been designed by the UniServices/Faculty provider teams and by the Ministry LDA team that support the networks to discover their change priorities. What is most interesting is that networks are not going through a paint-by-numbers process and using all the tools available to them in a lockstep manner. Rather, they tend to put some tools into the foreground and others in the background to arrive at a set of context-specific change priorities. The flexibility is a means of growing adaptive expertise from the outset. This phenomenon is a significant break away from traditional PLD programmes that start with growing routine expertise and move to adaptive expertise over time.

This third milestone report is set out in eleven sections.

Section one is this executive summary.

Section two outlines the impact of the strategy on student achievement trends for priority learners. Ministry LDA Rob Mill successfully initiated a collaborative database to house National Standards (NS) data from participant schools in the

LCN strategy. Positive trends identified within the NS data collated from 50 schools involved in the strategy are listed below.

- Between 2012 and 2013 there was an increase of 17.2 percent of students 'At' or 'Above' NS. Comparatively there was a 1.5 percent increase nationally.
- Sixty seven percent of students who were well below NS in 2012 have improved their OTJ.
- There was a net increase in the proportion of students 'At' or 'Above' NS in all three subject areas
 - Reading 22.7 %
 - Mathematics 20.6%
 - Writing a 14.8%

Section three focuses on investment into facilitation services from the UniServices/faculty provider team. There is a contractual agreement to deliver 1440 facilitation days over the two-year timeframe of the contract, which equates to 60 networks receiving 24 days facilitation each. A total of 885.5 facilitation days were delivered to the end of December 2013 combining conventional, Manaiakalani and Kura-a-Iwi (KAI) approaches. 654.5 facilitation days delivered in the English and Māori medium networks outside Manaiakalani and KAI facilitation. Manaiakalani has delivered 162 days and Kura a Iwi 69 days. This section also explains the variation in number of days per network. An analysis of the allocation suggests that facilitation may be better allocated based on a range of days rather than an expected average.

Section four is an analysis of network and school plans that are being prepared for delivery in 2014. Most plans are to be finalised early in the 2014 school year. The written plans about change priorities are not as clear as the conversations held about them at network leader meetings. There are, however, positive discussions and routines emerging to clarify links between the student achievement challenge, the change priorities and criteria to measure the impact of changes on student achievement trends. Routines around those links are being prioritised over filling in dense and overly detailed planning templates

Section five outlines progress in setting up the evaluative routines for implementation in 2014. There are three evaluative options for the networks. The first is to implement the evaluative probes designed by evaluation experts Helen Timperley and Lorna Earl. The second is to make small modifications to the evaluative probes. The third is to not implement the probes and instead concentrate more deeply on evaluating the impact of the change priorities on the student achievement challenge. All three options ensure a rigorous approach to evaluation within and across the networks with flexibility for participants to follow evaluation methodologies that interest them most. The message here is that energised evaluation is preferable to evaluation being viewed a chore that requires participants to work harder and longer.

Section six is a useful insight into network leaders' and UniServices/Faculty facilitators' views about progress against the Ministry's three benefit outcomes sitting underneath accelerated student achievement for priority learners; growing leadership capability, data capability and lateral learning among participant groups involved in the LCN strategy. The depth and breadth of

capability growth in all three areas is considerable. Two overarching themes that sit over the detail of the section are the growth collaboration (and breakdown of competition) within and across the networks as well as participant enjoyment in having both open and structured frames for development purposes.

Section seven provides findings from the Ministry's Network Leader capability tool. There are no surprises in that the networks that used the Capability Tool clearly highlight that they are challenged with growing capability in developing parents, family & whānau inclusiveness, for which they generally still place themselves in the 'Developing' stage. Their challenge here has led to these (and other networks) to focus on this area as one of their critical change priorities.

Section eight provides findings from the Ministry's School/Kura capability tool. Four findings come from those schools/kura that have used the tool to date

- schools/kura must continue to seek ways to authentically include parents/whānau in the schools, and their child's learning,
- empower the children to become reflective learners,
- include the children much more in the teaching and learning process, and
- the potential use the tool has for evaluating changes they are implementing

Section nine presents some insights from two external agencies that have evaluated aspects of the LCN strategy. Findings from a Martin Jenkins evaluation about the roles of the Ministry and UniServices/Faculty provider team in the strategy are outlined along with responses to those findings. Probably the most compelling finding is the value of both the Ministry LDA and UniServices/Faculty provider teams with a preference for those two teams working more closely together. The second external agency was the OECD whereby an OECD delegate, David Istance, and associate Tony McKay from the Innovation Unit in London visited New Zealand to celebrate the LCN strategy with Minister of Education Hekia Parata and learn more about the strategy in action in relation to the OECD Innovative Learning Environments project. They wrote a reflective report including highlights from the tour and thoughts for the future, which is included in full in section nine. A standout reflection is that the LCN strategy has clearly activated considerable energy and enthusiasm among priority learners, families and schools to analyse and improve their learning environments – a test for the LCN strategy leaders is whether that positive energy can be sustained and linked to other strategies that could collectively address New Zealand's considerable equity challenge.

Section ten highlights points of possible policy interest. LCN is now a significant strategy within the NZ education landscape and there are many different components of the strategy that may be of policy interest. This section provides glimpses of several that policy developers may want to discuss further with LCN strategy leaders and network participants.

Section eleven outlines recommendations to tighten the approach.

Acknowledgements

There are three important acknowledgements to make in this milestone report.

The first is to government and the Ministry for their foresight in initiating this engaging school-kura-family-whānau-community strategy.

The second acknowledgement is to the participants that developed Milestone Report 3. The content of this report involved many minds participating in the LCN strategy and responsibility for writing it was distributed among core strategy leaders; LDAs Rob Mill and Mereana Anderson, project manager Rene Burton, lead facilitator Mary Wootton, strategic development advisor and facilitator Jean Annan and full-time facilitator Raewyn Williams. UniServices/Faculty programme director Brian Annan pulled the component parts of the report together and finalised it with Ministry LCN national manager Rose Carpenter.

The third acknowledgement is to recognise the contribution of four participants who helped shape the strategy but for various reasons have moved on. Jackie Talbot, Ministry LCN national manager from outset shifted from full time to a 0.2 role in the LCN strategy in the middle of 2013 and then at the end of the year took a six-month secondment to work in the Ministry of Social Development. Jackie showed outstanding tenacity in dealing with complex situations within the strategy and in making links into various groups in the Ministry, into policy circles and Ministerial communications and into the OECD Innovative Learning Environments (ILE) project. John Clark, outstanding facilitator and programme director in Brian Annan's absence on overseas duties, resigned towards the end of 2013 because of a significant health challenge that he is determined to overcome. John is sorely missed as both a friend and colleague and his mark on this strategy is greatly appreciated. Finally as network leaders move into full-scale implementation in 2014, they will undoubtedly appreciate the design work completed by Helen Timperley and Lorna Earl in relation to the evaluative probes.

2. STUDENT ACHIEVEMENT OUTCOMES

2.1. Impact of change priorities on academic achievement outcomes

The LCN initiative is unlike traditional subject professional learning, such as a literacy or math intervention. Instead it focuses on the students' learning environments and then the students, teachers, families and leaders agree on and address change priorities. It is an ecological investigation and improvement of the learning environment. Ultimately, the goal for improving or even transforming the students' learning environments is to raise overall student achievement and accelerate the achievement rate for those students performing below national standards.

Assessing impact of change priorities on academic achievement requires both qualitative and quantitative measures. Measuring the impact of the LCN strategy on student achievement is best completed as a distributed responsibility across multiple levels in the system.

The first and most important level of tracking success is at the student level with her/his teacher and family. If the students do not know how well they are doing academically as a result of network activity, it would probably be safe to suggest that the strategy has fallen back into supply-driven intervention logic, which is past rather than future-focused in terms of effective learning environments.

Widespread success of students, teachers and families growing collective agency in analyzing achievement levels in relation to learning and change priorities is unlikely to occur without the strategic support of school, network and Ministry leaders. Those leaders can positively influence important decisions, such as best areas for investment, and power and control factors.

Most networks are only in the early stages of figuring out how students, teachers and families are going to go about tracking for success. Glimpses of those developments should appear in Milestone report 4 in June 2014 and much stronger evidence of achievement tracking at that level should be evident in the final Milestone Report 5 in December 2014. Evidence of school-level and network-level tracking of success are likely to follow a similar timeframe.

As students, teachers, families, schools and networks figure out how to monitor success among themselves and with their facilitators and LDA's, the Ministry has taken the initiative to establish a LCN National Standards database that can track success across the networks at a national level. This initiative is extremely useful to the strategy as a national pool of evidence that will point to areas of success and also to areas of considerable challenge that are worthy of further investment by all participants.

The remainder of this chapter outlines the early developments of the Ministry's LCN National Standards database.

2.2. National Standards Data

National Standards data has been provided by a small group of schools for the Ministry to measure the overall impact of the LCN initiative. Initial data collection across 12-18 months for 53 of the schools participating in the initiative indicates a significant and positive impact in the early stages of the initiative. To date increases in achievement rates are in advance of national expectations, with positive outcomes apparent for all student groups of interest including students 'Below' or 'Well Below' National Standard, Māori and Pasifika students, and both males and females.

2.2.1. Method

Overall Teacher Judgement

The standard measure of success in LCN networks is the Overall Teacher Judgement (OTJ), which is used in conjunction with National Standards. Teachers use the Overall Teacher Judgement (OTJ) process to determine whether a student was 'Above', 'At', 'Below' or 'Well Below' the expected National Standard at that year level. This process could vary from school to school but is likely to include a range of nationally standardised assessments such as e-asTTle, PAT, STAR tests, PM benchmarks or writing samples compared to national exemplars alongside the teachers own professional judgement.

LCN Cohort

The LCN initiative as of 31 December 2013 comprised 55 learning and change networks involving the participation of 389 schools and kura. The table below shows how the 55 networks are spread across three phases Infrastructure, Understanding and Implementation. Ten networks are in the Infrastructure phase including five Māori Achievement Collaboratives (MAC) led by the New Zealand Principals Federation (NZPF). The majority of these networks (42) are in the Understanding phase with three in the Implementation phase. Table 1.1 shows the distribution of education institutions from a small number of Early Childhood Centres (ECE) to the majority being primary schools/kura.

Table 1.1: Profile of the LCN initiative as at 31 December 2013.

Phase	Number of networks	Number of ECE	Number of primary schools	Number of secondary schools	Total number of schools
Infrastructure	5		23	2	25
Infrastructure -NZPF (MAC)	5		50		50
Understanding - early	17		139	6	145
Understanding - late	25	3	132	10	145
Implementation	3		23	1	24
Total	55	3	367	19	389

The Understanding phase has been split into two parts for reporting purposes;

- networks' at 'Understanding – early' were involved in investigating and determining their change priorities
- networks that had completed their investigation and were designing their network and school plans to address their change priorities were termed 'Understanding – late'.

In Term 4 of 2013, the 155 primary schools that were in the Understanding – late or Implementation phases were asked to provide details of students that they were intending to track to measure the impact of their LCN activities. The National Standard OTJ was requested for these students from November 2013 and where possible from November 2012. Only a third of schools were able to provide OTJs for both 2012 and 2013 data by the cut off date. No Ngā Whanaketanga Rumaki Māori data is available as yet because the Māori medium networks are not sufficiently advanced in their investigations, but will be reported on in future milestone reports.

Table 1.2: Response rate to data request

Number of Schools asked to provide data	Schools who provided data set by cut off date for inclusion		Schools who provided both 2012 and 2013 data by cut off date	
	Number	% of requested	Number	% of requested
155	71	46%	53	34%

Of the 155 schools from which the student data was requested, 71 schools responded by the cut off date for inclusion, a response rate of 46 percent. This was due to a number of reasons: issues around the spread sheet used for collecting the data and compatibility with Macintosh computers; the lack of clarity surrounding this work from some LDAs (at the outset the support was from LDAs and not facilitators although joint support is proposed in the future); the pre-occupation of some networks on other aspects of the LCN processes; and the relatively tight timeframes during the busy end of year school schedule. These issues have largely been resolved, and the remaining schools/kura will provide the details of the student population that they wish to track (and also those in earlier phases) by late March 2014.

A number of schools did not submit data from 2012 as they had concerns around their earlier OTJ processes, and others chose to start tracking students from November 2013, 2012 data was not provided. In total 53 schools have provided National Standard results for 2012 and 2013. These 53 schools are included in this preliminary analysis of the impact of the LCN initiative on student achievement.

There are a total of 1,112 students from the 53 schools included in the cohort. This includes 955 individual students, of which, 113 students were tracked in two or more National Standards areas. These students were selected by the schools, typically based on the students' 2012 National Standards OTJ. Some schools have chosen a specific cohort, for example Year 7 boys who are 'Below' or 'Well Below' in writing, while others have chosen to track multiple year groups, and in some cases across two or three National Standards areas.

Table 1.3: Demographics of Students in LCN Initiative Sample

Student Type	Number	% of Total Students
Total Students*	1112	-
Male Students	747	67.2%
Female Students	365	32.8%
Māori students	302	27.2%
Pasifika students	110	9.9%
Students being tracked in Writing	709	63.8%
Students being tracked in Mathematics	253	22.8%
Students being tracked in Reading	150	13.5%
Year Level 1 as at November 2012	22	2.0%
Year Level 2 as at November 2012	131	11.8%
Year Level 3 as at November 2012	148	13.3%
Year Level 4 as at November 2012	179	16.1%
Year Level 5 as at November 2012	225	20.2%
Year Level 6 as at November 2012	149	13.4%
Year Level 7 as at November 2012	165	14.8%
Year Level 8 as at November 2012	93	8.4%

Note: *Some students are counted 2 or 3 times if they have been assessed in multiple subjects.

Of the 1,112 total students, the majority were male (67.2%), 302 identified as Māori (27.2%), and 110 identified as Pasifika (9.9%). Writing is the National Standards area most often selected for tracking (63.8%), followed by Mathematics (22.8%). This should be taken into account when applying the findings broadly across all subject areas, as the results may be slightly skewed by any writing specific affects.

For the purposes of the LCN initiative, it is ideal for students to be tracked for two or three years. Consequently, school transition points when students arrive or leave school (i.e. Year 1, Year 6 or Year 8) are potentially problematic for schools. This is reflected in the distribution of student year level in the dataset (see Table 1.3).

Table 1.4: Regional distribution of the LCN initiative sample

Education region	Number of schools	% of total
Northern	4	7.5%
Central North	5	9.4%
Central South	22	41.5%
Southern	22	41.5%
Total	53	100%

The schools contributing to this report are concentrated in the lower half of the North Island and the South Island. Despite the smaller numbers of Māori and Pasifika students in these regions the percentage of Māori in this sample is 27.2% compared to 23.0% nationally on school rolls in 2013. Similarly Pasifika make up 9.8% of national rolls in 2013 and in this study they represent 9.9%.

The reason for this is underachievement is greater with these groups and consequently schools are choosing to track larger numbers of them.

The full-scale database that will be collated by end of March 2014 is likely to have an even more marked bias towards Māori and Pasifika students.

Control Cohort

For comparative purposes a control cohort of 171 schools, (with a total of 86,415 students in 2011) was selected from the national 2011 & 2012 National Standards data collection. The 2013 national data collection was not yet available.

Table 2.1: Achievement Distribution of Students in Control Cohort

Overall Teacher Judgement	National 2011		National 2012		Net Change 2011-2012	
	Number	% of Total	Number	% of Total	Number	% Point Diff
Above	9,152	10.6%	12,200	14.2%	3,048	3.6pp
At	26,677	30.9%	31,570	36.6%	4,893	5.8pp
Below	34,165	39.5%	27,711	32.2%	-6,454	-7.4pp
Well below	16,421	19.0%	14,697	17.1%	-1,724	-1.9pp
Total Students*	86,415	100.0%	86,178	100.0%	-237	-

The selection of schools was limited to only schools that supplied a complete set of data² in both the 2011 and 2012 data. In an attempt to match a similar distribution of achievement in the baseline year of control sample, schools were further limited based on 2011 student achievement, with the criteria of 40% or more in 'Below' or 60% or more students in 'Below'/'Well below', because the LCN Cohort schools have typically chosen to monitor students who, in the baseline year, were 'Well Below' the Standard (16%) or 'Below' the Standard (64%).

It is important to note that, unlike the LCN Cohort, the national data collection is not paired; while the schools remain the same between 2011 and 2012, the students in those 171 schools did not. The achievement distribution of the comparison cohort is provided in *Table 2.1*. Caution is advised around using this cohort for anything but tentative comparisons.

2.2.2. Results

Overall Student Achievement - Net Change

Between 2012 and 2013 there was a statistically significant (p-value < 0.001) increase in the proportion of students 'At' or 'Above' standard; an increase of 17.2 percentage points with a 95% confidence interval of 14.4pp – 19.9pp. This

² A complete set of National Standards data includes NAG2A(b) and NAG2A(c) for each of Reading, Writing and Maths

immediate lift at the early stage of the strategy was entirely expected given the underlying intervention principle that development and change occur in the same moment. This point is discussed in more detail below the next table.

There was a large decrease in the number of students 'Well Below' standard (92 students) and 'Below' standard (99 students), and a large increase in the number of students 'At' standard (182 students). There has been a small increase in the 'Above' category (9 students); this is expected as schools were almost exclusively tracking students who were 'Well below' or 'Below'.

Table 3.1: LCN cohort students by Overall Teacher Judgment (Combined Math, Writing & Reading)

Overall Teacher Judgement	November 2012		November 2013		Net Change 2012-2103	
	Number	% of Total	Number	% of Total	Number	% Point Diff
Above	30	3%	39	4%	+9	+1pp
At	190	17%	372	33%	+182	+16pp
Below	713	64%	614	55%	-99	-9pp
Well below	179	16%	87	8%	-92	-8pp
Total	1,112	100%	1,112	100%	-	-

The positive achievement lifts could be due to a number of reasons;

- a selection bias towards specific students that had a pre-disposition to change as a way of trialling the LCN methodology
- the Hawthorne effect. The Hawthorne effect (also referred to as the observer effect) is a form of positive reactivity whereby subjects improve or modify an aspect of their behaviour, which is being experimentally measured, in response to the fact that they know that they are being studied, not in response to any particular experimental manipulation
- improved teacher practice. During the 'Understanding- Late' phase school leaders were focussing on a number of these students (and their parents/whānau and teachers) to ascertain in more detail how they learn most effectively, who helps them and where do they gain meaningful feedback from etc. Anecdotally, school leaders have reported that a number of teachers have already made changes to their practice as a consequence of what has been learnt about these students.
- Improved student learner practice. Another possibility is that students were positioned as active participants in analysing their achievement challenges and identifying priorities for change from the outset. That active state immediately prompted stronger learning relationships and dialogue that changed the nature of messages that students receive from supportive adults about the value of their learning. Those new connections may have catalysed positive changes in advance of network plans being documented. This finding is consistent with one of the basic premises of appreciative inquiry, i.e. that inquiry and change happen in the same moment (Cooperrider & Whitney, 2005).

A key point here is that some of the gains in student achievement that might be expected from the 'Implementation' phase are being reported early. In terms of operational policy, therefore, the separate phases of the LCN initiative are less distinct and more of an evolving process of gathering and applying information about the way students learn.

Between 2011 and 2012 nationally there was a 1.5% point increase in the number of students 'At' or 'Above' Standard. Therefore, it is likely that some of the positive movement is simply due to general improvement rather than the LCN Initiative. To confirm that this positive movement is due to the LCN initiative we matched a control cohort of schools with a similar distribution of student achievement as the baseline year of the LCN cohort, and compared the school's student results after one year.

Table 3.2: Students Overall Teacher Judgement by Cohort

Overall Teacher Judgement	LCN Cohort (2012-2013)			Control Cohort (2011-2012)		
	Baseline Year	After one year	Difference	Baseline year	After one year	Difference
Above	2.7%	3.5%	+0.8pp	10.6%	14.2%	+3.6pp
At	17.1%	33.5%	+16.4pp	30.9%	36.6%	+5.8pp
Below	64.1%	55.2%	-8.9pp	39.5%	32.2%	-7.4pp
Well Below	16.1%	7.8%	-8.3pp	19.0%	17.1%	-1.9pp
At/Above	19.8%	37.0%	+17.2pp	41.5%	50.8%	+9.4pp

In 2012, the baseline year for the LCN cohort, 19.8% of students were assessed as 'At' or 'Above' standard, and after one year there was a net increase of 191 students 'At' or 'Above' Standard: a 17.2 percentage point increase compared to the control cohort increase of 9.3 percentage points (see *Table 3.2*).

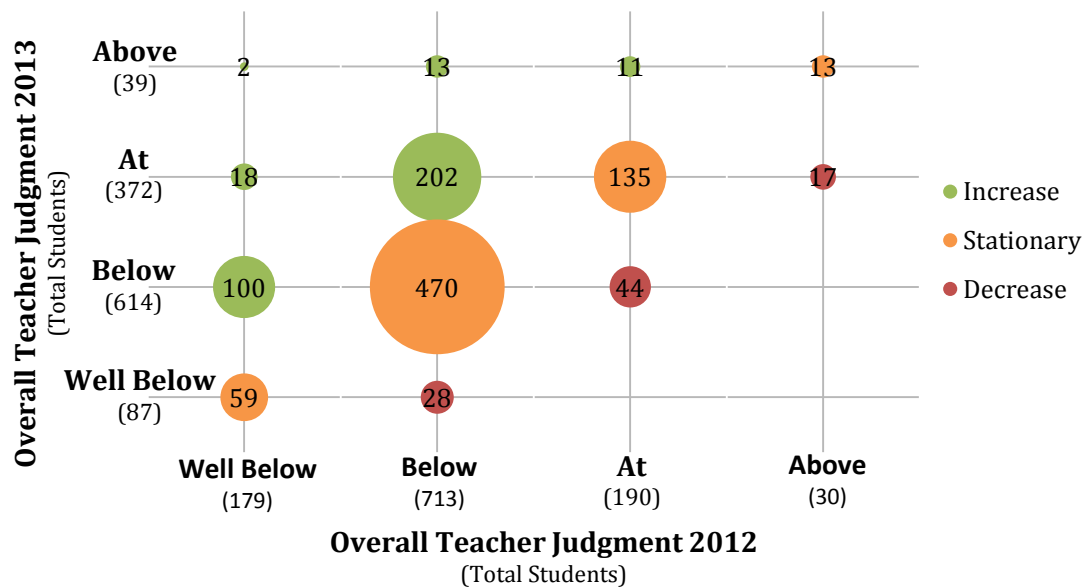
The 'Control Cohort' varies from the LCN cohort in number of ways, and the difference between the two groups could potentially be explained by these differences, however, this at least anecdotally suggests that the positive increase in achievement is in part due to the schools participation in the LCN initiative.

Overall Student Achievement - Actual Change

Achievement results for the LCN cohort were collected at the student level, allowing us to also examine *actual*, rather than just *net*, movement. There was both positive movement and negative movement that contributed to the over net increase of 191 students.

Graph 4.1 below illustrates the frequency of change in the OTJ's that is hidden by viewing the data only from the net perspective. An example of this is students whose shift in achievement is 'lost' in the net change such as the students whose OTJ showed an accelerated positive shift or the students whose OTJ decreased. It also allows us to examine the impact of the LCN initiative by the four different OTJ levels that students started on in the baseline year.

Graph 4.1: Student OTJ movement 2012-2013 (Combined Mathematics, Writing & Reading)



Of the 1,112 total students in 2013, 346 students received a higher OTJ than in 2012, including 33 who demonstrated accelerated progress with an OTJ two or more levels higher. A further 677 students (61%) remained stationary receiving the same OTJ in both 2012 and 2013. There was also a small negative effect on some students with 89 students (8%) receiving a lower OTJ in 2013 than in 2012.

Of the 179 students who were 'Well Below' in 2012, 120 had an improved OTJ (67% increase). One hundred students went from 'Well Below' to 'Below', a further 18 moved two levels higher to 'At', and two students made accelerated progress of three levels to 'Above'.

Of the 713 students who were 'Below' in 2012, 215 students or 30.2% had a positive increase, 13 of which had an increase of two levels. A small proportion (4percent) received an OTJ of 'Well Below'.

Only 19.8% of students in the LCN cohort were 'At' or 'Above' in 2012. Students who were 'Above' the standard in 2012, for the most part remained stationary (71%). Six percent of students increased to 'Above', and 23% dropped to 'Below' in 2013. The number of students at 'Above' in 2012 (30 students), is too small to draw any conclusions from.

Some possible explanations for the positive movements were stated earlier, such as selection bias, the Hawthorne effect, early changes in teacher practice, more active students inquiring into their learning environments and different interactions between students and adults. The greater movement from the 'Well Below' level supports the theory that inquiry and change happen in the same moment and that if the strategy focuses on the low achieving students first, it is those students that will benefit most from the outset. .

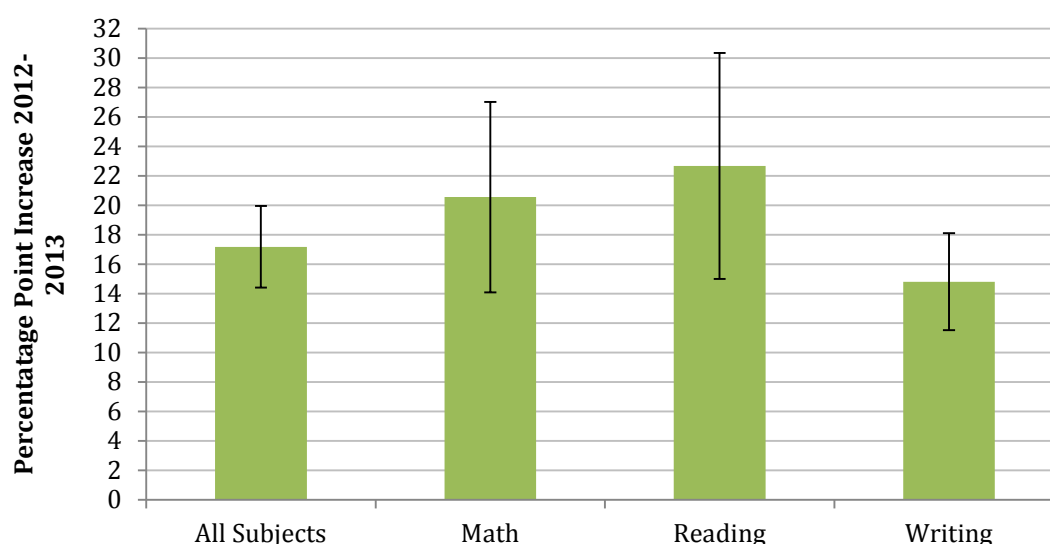
The students that had negative decreases in achievement were more likely to be 'At' Standard rather than 'Below' standard in 2012. This could be because teachers are more reluctant to report students as 'Well Below' than 'Below'. Alternatively it could be a negative selection bias, that is, schools deliberately included students who had had a decrease in their OTJ in 2013, as they wanted to track their progress more closely the next year. These 'late addition' students would almost certainly have been excluded from the positive effects of the detailed investigations during the 'Understanding phase', which focussed, on 'Well Below' and 'Below' students.

With National Standards reporting still in its early days, and subject in large part to teacher and school discretion, it is possible that some student achievement shifts, both positive and negative will occur as schools and teachers strengthen their reporting processes. However, in this cohort we believe the effect is minimal, as schools who believed their processes are not yet stable enough to be valid chose not to participate in this cohort, or were excluded from the study until a later date.

Student Achievement by National Standard Area

There was a statistically significant (p-value <0.001) net increase in the proportion of students 'At' or 'Above' Standard in all three subject areas. The subject area with the largest increase was reading with a 22.7 percentage point increase, followed by mathematics with a 20.6 percentage point increase, and finally writing with a 14.8 percentage point increase. See Graph 5.1 for 95% confidence intervals.

Graph 5.1: Increase in the proportion of students 'At' or 'Above' standard between November 2012 and November 2013, by Subject area with 95% confidence intervals

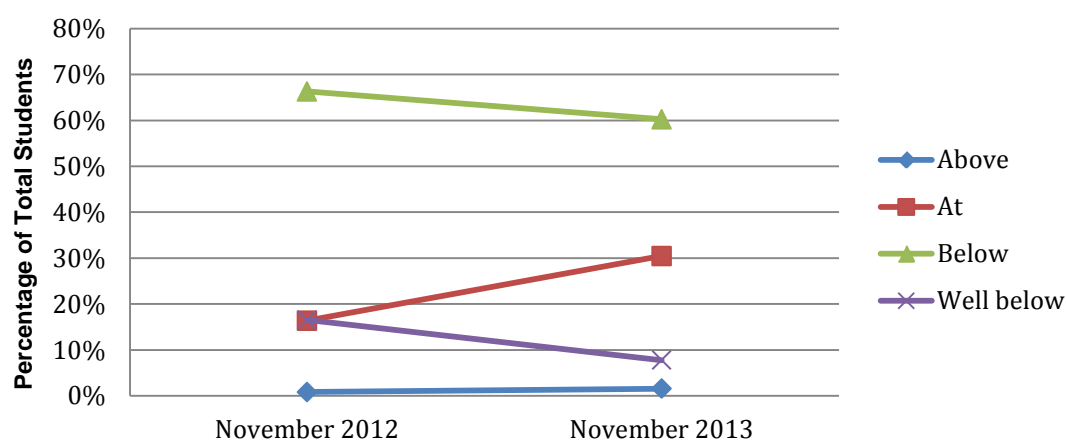


Writing

Table 5.1: Proportion of Students by Overall Teacher Judgement (Writing)

Overall Teacher Judgement	November 2012		November 2013		Net Change 2012-2103	
	Number	percent of Total	Number	% of Total	Number	% Point Diff
Above	6	0.8%	11	1.6%	5	0.7pp
At	116	16.4%	216	30.5%	100	14.1pp
Below	470	66.3%	427	60.2%	-43	-6.1pp
Well below	117	16.5%	55	7.8%	-62	-8.7pp
Total	709	100.0%	709	100.0%	-	-

Graph 5.2: Proportion of Students by Overall Teacher Judgement (Writing)

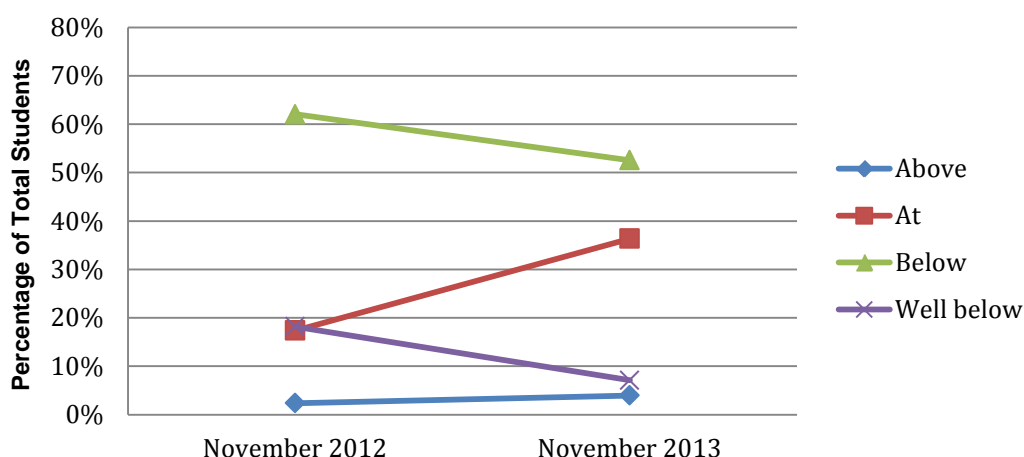


Mathematics

Table 5.2: Proportion of Students by Overall Teacher Judgement (Mathematics)

Overall Teacher Judgement	November 2012		November 2013		Net Change 2012-2103	
	Number	% of Total	Number	% of Total	Number	% Point Diff
Above	6	2.4%	10	4.0%	4	1.6pp
At	44	17.4%	92	36.4%	48	19.0pp
Below	157	62.1%	133	52.6%	-24	-9.5pp
Well below	46	18.2%	18	7.1%	-28	-11.1pp
Total	253	100.0%	253	100.0%	-	-

Graph 5.3: Proportion of Students by Overall Teacher Judgement (Mathematics)

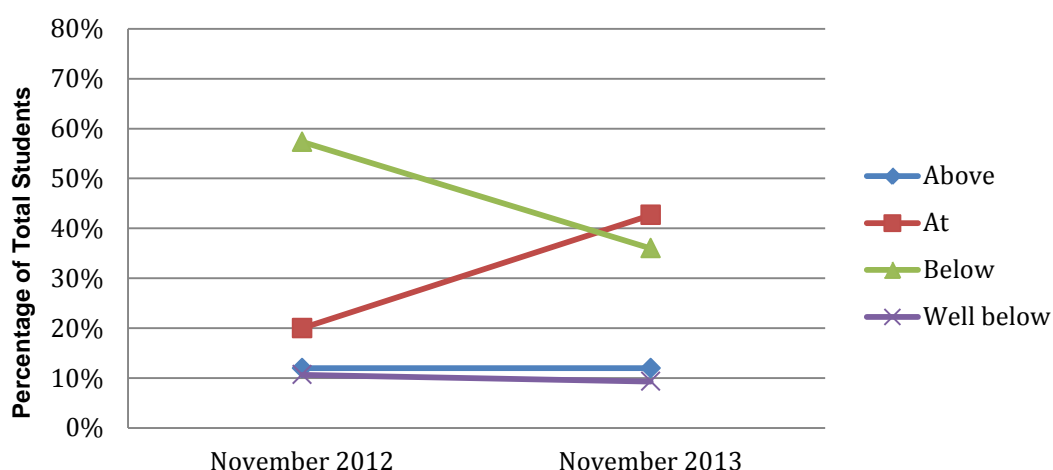


Reading

Table 5.3: Proportion of Students by Overall Teacher Judgement (Reading)

Overall Teacher Judgement	November 2012		November 2013		Net Change 2012-2103	
	Number	% of Total	Number	% of Total	Number	% Point Diff
Above	18	12.0%	18	12.0%	0	0.0pp
At	30	20.0%	64	42.7%	34	22.7pp
Below	86	57.3%	54	36.0%	-32	-21.3pp
Well below	16	10.7%	14	9.3%	-2	-1.3pp
Total	150	100.0%	150	100.0%	-	-

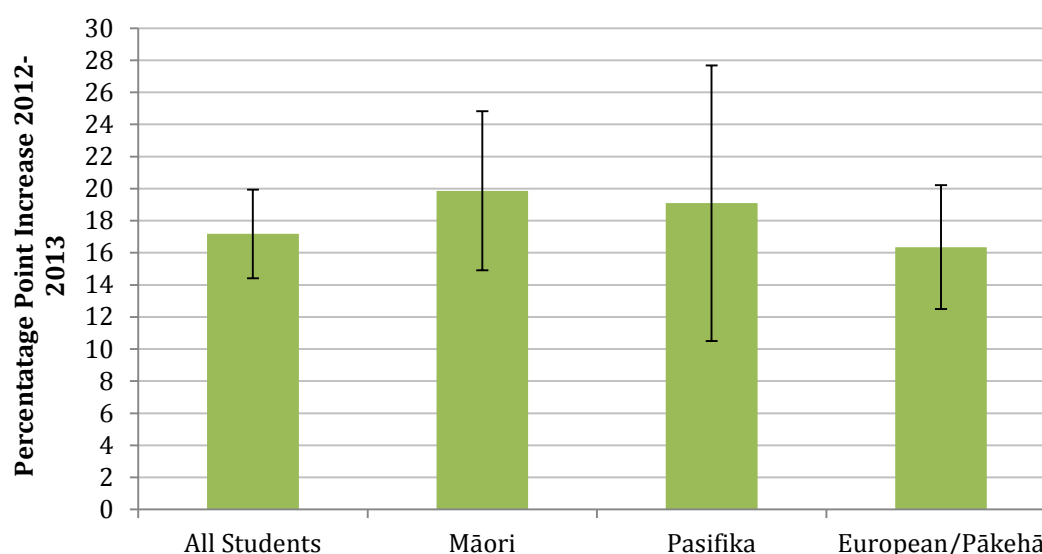
Graph 5.4: Proportion of Students by Overall Teacher Judgement (Reading)



Student Achievement by Ethnic Group

In the LCN cohort out of the 1112 total students, 302 identified as Māori (27.2%), 110 identified as Pasifika (9.9%), and 636 identified as European/Pakeha (57.2%). There was a statistically significant (p value < 0.001) increase in the proportion of students achieving 'At' or 'Above' for Māori, Pasifika, European/Pakeha, and for all students overall.

Graph 6.1: Increase in the proportion of students 'At' or 'Above' standard between November 2012 and November 2013, by ethnic group with 95% confidence intervals



Māori and Pasifika achievement increases at this stage are in advance of the overall pattern with the Māori increase rate at 19.9 percentage points, and Pasifika at 19.1pp compared to total students at 17.2pp. This is important as Māori and Pasifika were a particular focus of this initiative, and supports the hope it is delivering the positive change sought. However, the confidence intervals for the ethnic groups do overlap (see graph 6.1), so without further research we cannot be sure if there is an affect of ethnic group on the efficacy of the initiative.

Māori student achievement

Graph 6.2: Proportion of Māori students by Overall Teacher Judgement (Math, Writing & Reading)

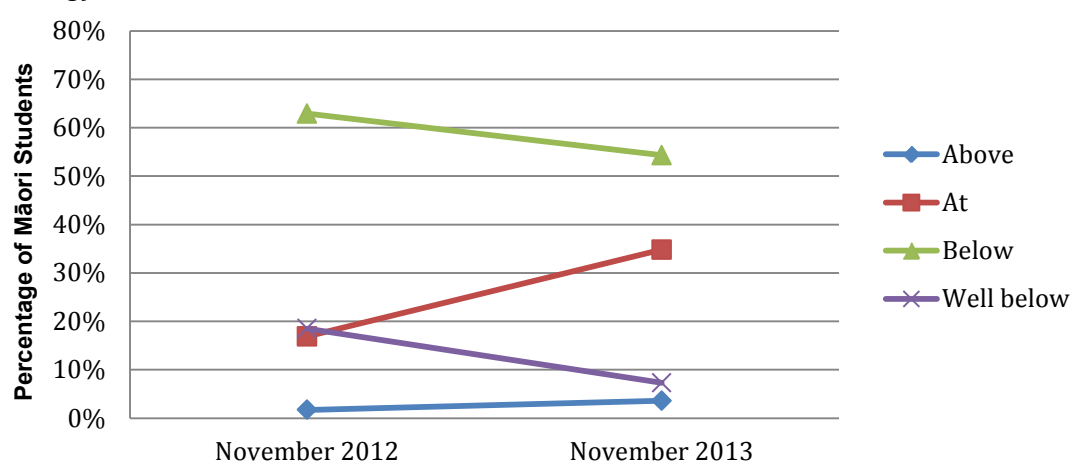
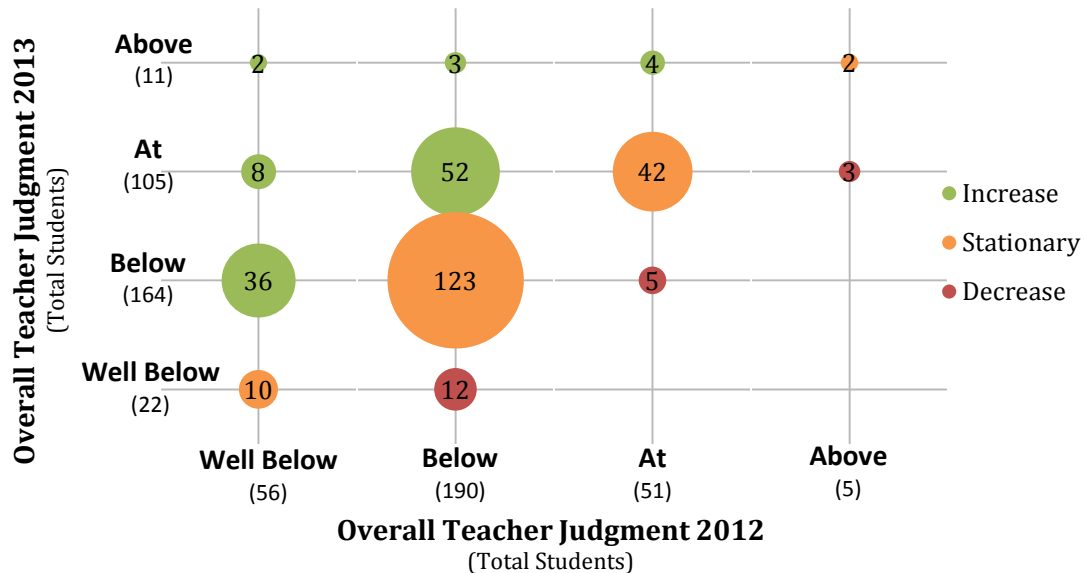


Table 6.1: Māori students in LCN Cohort by Overall Teacher Judgement (Math, Writing & Reading)

Overall Teacher Judgement	November 2012		November 2013		Net Change 2012-2103	
	Number	% of Total	Number	% of Total	Number	% Point Diff

Above	5	1.7%	11	3.6%	6	2.0pp
At	51	16.9%	105	34.8%	54	17.9pp
Below	190	62.9%	164	54.3%	-26	-8.6pp
Well below	56	18.5%	22	7.3%	-34	-11.3pp
Total	302	100.0%	302	100.0%	-	-

Graph 6.3: Māori Student OTJ movement 2012-2013 (Combined Mathematics, Writing & Reading)



Pasifika student achievement

Graph 6.4: Proportion of Pasifika students in LCN Cohort by Overall Teacher Judgement (Math, Writing & Reading)

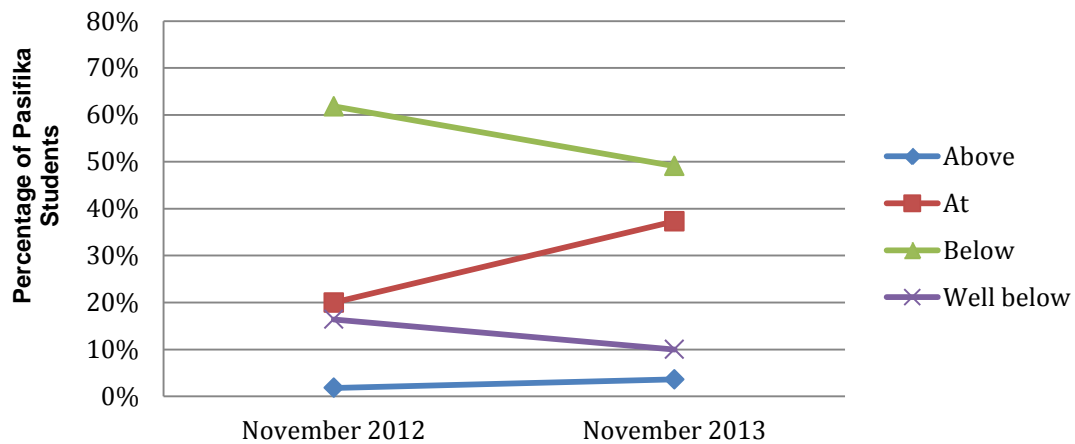
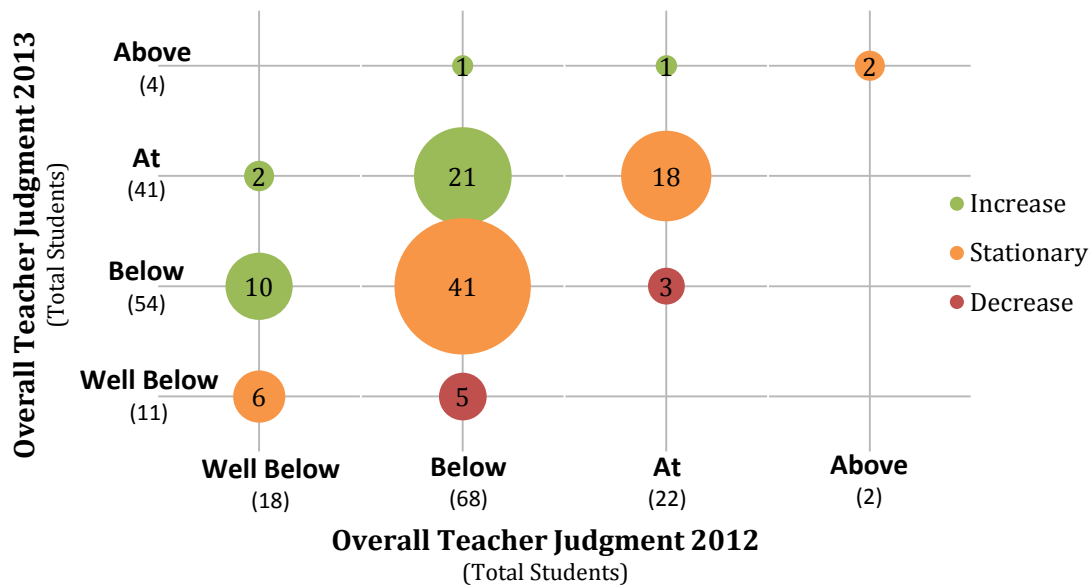


Table 6.2: Pasifika students in LCN Cohort by Overall Teacher Judgement (Math, Writing & Reading)

Overall Teacher Judgement	November 2012		November 2013		Net Change 2012-2013	
	Number	% of Total	Number	% of Total	Number	% Point Diff
Above	2	1.8%	4	3.6%	2	1.8pp
At	22	20.0%	41	37.3%	19	17.3pp
Below	68	61.8%	54	49.1%	-14	-12.7pp
Well below	18	16.4%	11	10.0%	-7	-6.4pp
Total	110	100.0%	110	100.0%	-	-

Graph 6.5: Pasifika Student OTJ movement 2012-2013 (Combined Mathematics, Writing & Reading)

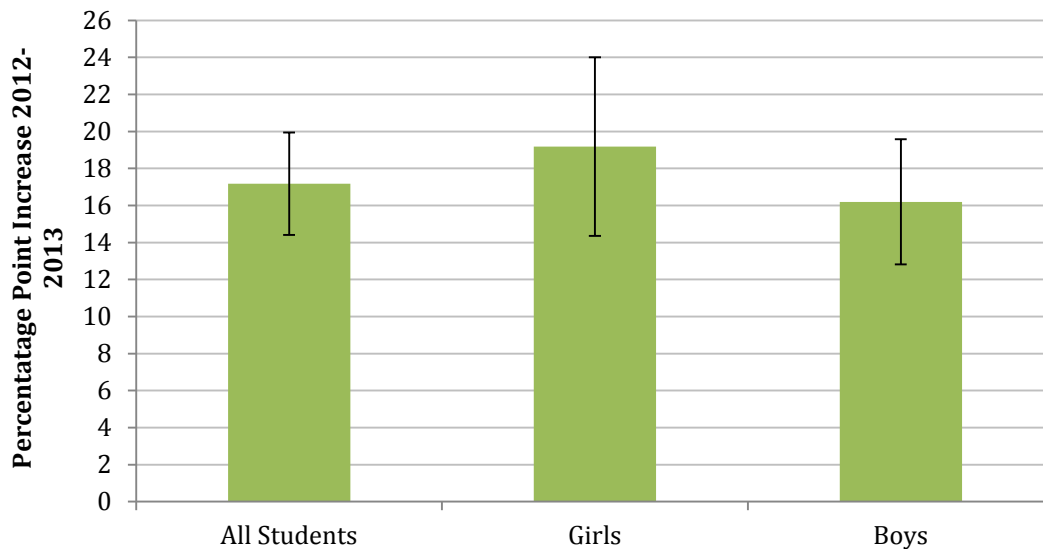


Student Achievement by Gender

There were 747 boys and 365 girls in the LCN cohort. There was a statistically significant ($p\text{-value} < 0.001$) increase in proportion of students 'At' or 'Above' standard for both boys and girls. There was a net increase of 16.2 percentage points from 'Below' or 'Well Below' Standard to 'At' or 'Above' Standard for males, compared to a 19.2 percentage point increase for female students.

Girls' achievement is increasing at a faster rate than boys, however the confidence intervals for the gender groups do overlap (see graph 7.1), so without further research we cannot be sure if there is an affect of gender of the efficacy of the initiative.

Graph 7.1: Increase in the proportion of students 'At' or 'Above' standard between November 2012 and November 2013, by ethnic group with 95% confidence intervals



Female student achievement

Graph 7.2: Proportion of Female students in LCN Cohort by Overall Teacher Judgement (Math, Writing & Reading)

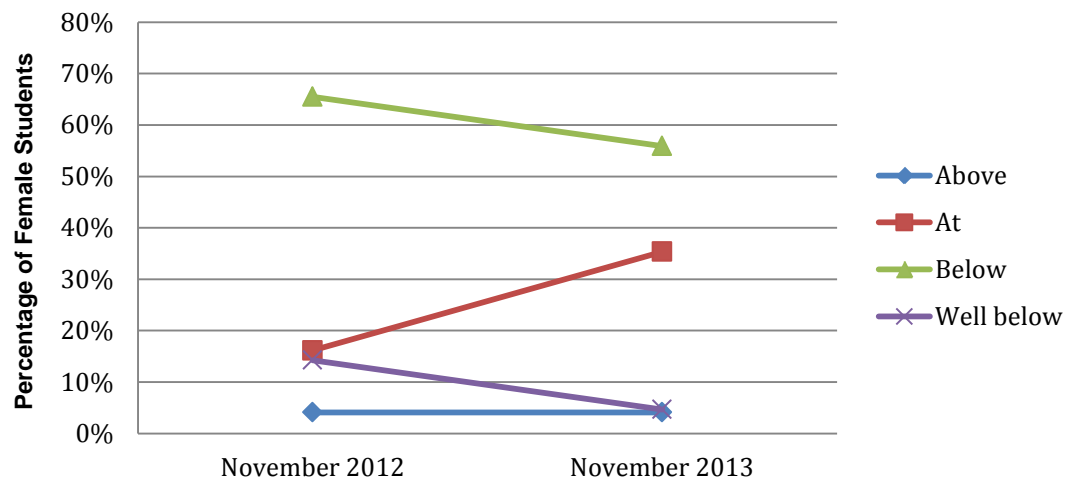
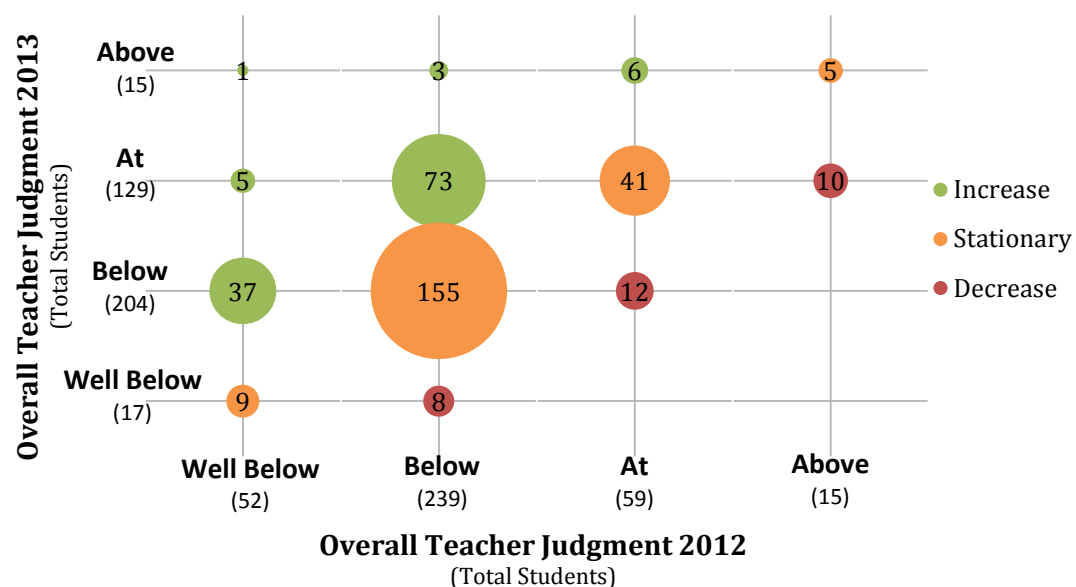


Table 7.1: Female students in LCN Cohort by Overall Teacher Judgement (Math, Writing & Reading)

1	Overall Teacher Judgement	2	November 2012			3	November 2013			4	Net Change 2012-2103			
		5	Num	6	% of Total	7	Num	8	% of Total	9	Numbe		10	% Point Diff
11	Above	12	15	13	4.1%	14	15	15	4.1%		16	0	17	0.0pp
18	At	19	59	20	16.2%	21	129	22	35.3%		23	70	24	19.2pp
25	Below	26	239	27	65.5%	28	204	29	55.9%		30	-35	31	-9.6pp
32	Well below	33	52	34	14.2%	35	17	36	4.7%		37	-35	38	-9.6pp
				41	100.0			43	100.0					
39	Total	40	365		%	42	365		%		44	-	45	-

Graph 7.3: Female Student OTJ movement 2012-2013 (Combined Mathematics, Writing & Reading)



Male Achievement

Graph 7.4: Proportion of Male students in LCN Cohort by Overall Teacher Judgement (Math, Writing & Reading)

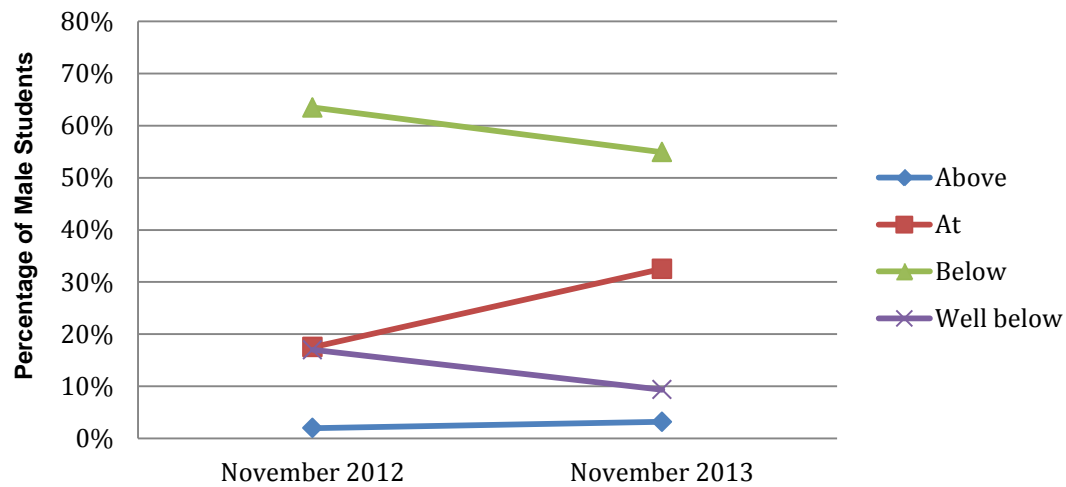
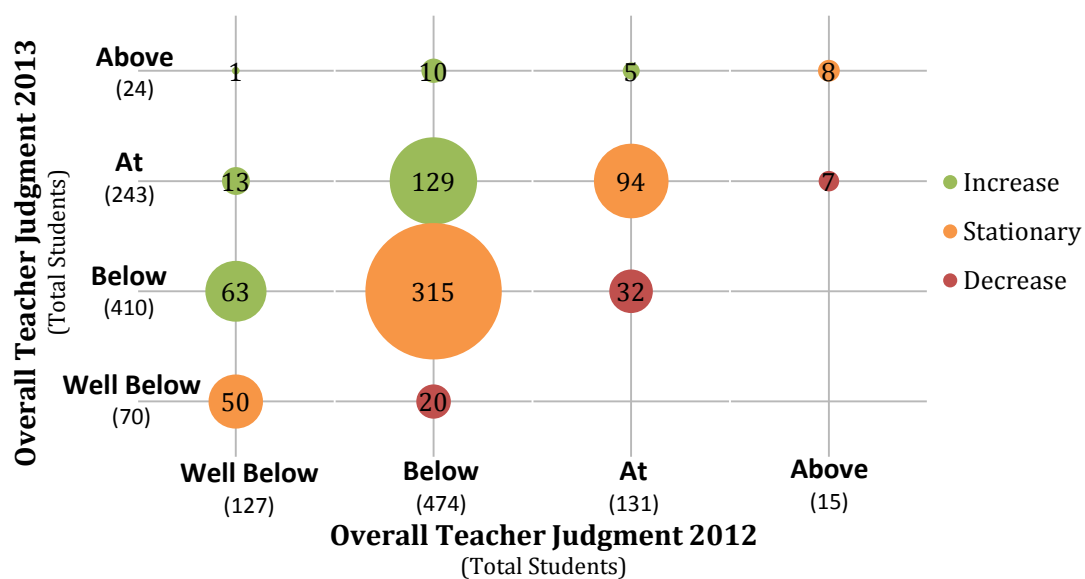


Table 7.2: Male students in LCN Cohort by Overall Teacher Judgement (Math, Writing & Reading)

Reading														
46	Overall Teacher Judgement	47	November 2012			48	November 2013			49	Net Change 2012-2103			
		50	Num ber	51	% of Total	52	Num ber	53	% of Total	54	Numb er	55	%	Point Diff
56	Above	57	15	58	2.0%	59	24	60	3.2%	61	9	62		1.2pp
				65	17.5			67	32.5					
63	At	64	131		%	66	243		%	68	112	69		15.0pp
				72	63.5			74	54.9					
70	Below	71	474		%	73	410		%	75	-64	76		-8.6pp
				79	17.0									
77	Well below	78	127		%	80	70	81	9.4%	82	-57	83		-7.6pp
				86	100.			88	100.					
84	Total	85	747		0%	87	747		0%	89	-	90		-
91		92		93		94		95		96		97		

Graph 7.5: Male Student OTJ movement 2012-2013 (Combined Mathematics, Writing & Reading)



The relatively large numbers of males (50) who was considered 'Well Below' in 2012 and have been 'stationary' over the last year mostly comes from Reading and Writing data as shown in Table 8.3 below. This interim trend will need monitoring to see if a pattern is starting to emerge and if that is the case how it can be addressed.

Table 7.3: Movement of Boys who were 'Well Below' in baseline year (2012) after one year in LCN Initiative

Subject Area		Stationary	Up 1 level	Up 2 levels	Up 3 levels	Total
Maths	Percent	18.5%	55.6%	25.9%	0.0%	100%
	Number	5	15	7	0	27
Reading	Percent	50.0%	41.7%	0.0%	8.3%	100%
	Number	6	5	0	1	12
Writing	Percent	44.3%	48.9%	6.8%	0.0%	100%
	Number	39	43	6	0	88

2.2.3. Conclusion

Early indications suggest that the LCN initiative is having a positive and significant impact across all three National Standards areas. A limitation associated with this claim is that the current sample of students' results recorded in the Ministry's LCN National Standards database is small comparative to all students involved in the strategy. LCN Milestone report 4 in June 2014 will have additional National Standards data, however, it is unlikely that the new set will have 2012 baseline data.

While the impact of this initiative to date is most marked in reading and maths, it is in writing that the majority (64%) of students are being tracked. This is a reflection of the anxiety that many students face as they partake in writing activities, that teachers and leaders are facing in trying to raise writing levels in comparison to reading and maths.

These results draw out the key point of difference for the LCN initiative where there is a focus on understanding and changing the ecology of learning, rather than focussing solely on teaching in a particular curriculum area. Networks, schools and kura, having identified the key change priorities during the Understanding phase, then focus on implementing change that will promote increased achievement through developing and working through more relevant learning environments that excite student learning.

3. INVESTMENT INTO FACILITATION TO DATE

There is an expectation in the UniServices/Faculty contract that 1440 facilitation days will be delivered to 60 networks (24 days per network) in the course of the contract. This section accounts for those days to date. The first sub-section outlines overall allocation of facilitation days. The next sub-section provides a table that explains facilitation allocation for each network that was operational at the end of December 2013. Subsequent sub-sections explain facilitation progress by partner organisations Kura-a-Iwi (KAI), Manaiakalani, Mutukaroa and the New Zealand Principals' Federation Māori Achievement Collaboratives (NZPF MACs).

3.1. Overall allocation of facilitation days

The table below outlines the overall situation to end of December 2013. There are 654.5 facilitation days in the English and Māori medium networks outside Manaiakalani and KAI facilitation. Manaiakalani has delivered 162 days and KAI 69 days. Therefore, there has been a total of 885.5 facilitation days delivered combining conventional, Manaiakalani and KAI approaches.

Technically, there is a total of 554.5 days facilitation available for 2014 across the various delivery mechanisms. However, the overall figure is more of a guide than a rule set in stone. At the outset of the contract negotiations between UniServices/Faculty and the Ministry in 2012, the Ministry officials and the programme director approximated that the figure of 1440 days would be a reasonable allocation of days given the budget and the number of networks. Given the actual allocation of 885.5 facilitation days in the 15 months since the contract started, a full quota of 60 networks in 2014 and a negligible drop out rate, the predicted figure of 1440 days appears slightly below what is going to be delivered by December 2014.

Total allocation of facilitation days to end of December 2013

	Direct facilitation	Indirect facilitation	Regional Networking Days / Manaiakalani
Facilitation by English and Māori medium facilitators	360	93.5	201
Facilitation by Partners			
Manaiakalani	162		
Kura a iwi - Streams 1 through 3	69		

Subtotal Network facilitation	591	93.5	201
Total Days	885.5		

3.2. Explanation of facilitation days to date

The five tables below outline facilitation allocation by phases; infrastructure, understanding, implementation, sustaining, non-starters. Each table contains the columns of information; name of each network in that phase, the number of facilitation days allocated to the network, where the network is up to in the LCN process and an explanation of facilitation allocation. The number of facilitation days includes direct facilitation days, indirect facilitation days and regional networking days.

Facilitation days for networks in the **Infrastructure** phase to end of December 2014

Network	Total days	Where the network is up to	Explanation of facilitation days
Reporoa Valley	0.5	First meeting February 2014	Facilitator Raewyn Williams joined the Ministry LDA for the infrastructure meeting to outline implementation methodology. The LDA was also going to be changing so the facilitator provided continuity from that meeting to the next.
Tūhoe Education Authority	2.5	A meeting was held with MoE and possible LCN Principals.	Programme director Brian Annan attended a series of meetings with the Tūhoe Education Authority (TEA), which led to kura leaders/BoT's meeting with Brian and Mary Wootton to share LCN methodology. TEA was keen to listen to the LCN ideas then think about how to integrate it into tūhoetanga.
Corrina School in Porirua (Potential Network)	0.5	Curious about LCN	Facilitator, Glenda Stewart, was asked to talk to a key principal about learning and change networks.
NZPF 1	8	Pre sub-contract negotiations	MoE invited UniServices team to induct 5 NZPF facilitators and NZPF leader Peter Witana into LCN methodology. Programme director Brian Annan with facilitators Jean Annan, Mary Wootton and Raewyn Williams ran a two-day induction programme after which communication between the UniServices team and NZPF shut down while the Ministry dealt

			with some issues with NZPF. Sub-contracting arrangements are not yet in place.
NZPF 2	0	Pre sub-contract negotiations	As above
NZPF 3	0	Pre sub-contract negotiations	As above
NZPF 3	0	Pre sub-contract negotiations	As above
NZPF 4	0	Pre sub-contract negotiations	As above
NZPF 5	0	Pre sub-contract negotiations	As above

*Facilitation days for networks in the **understanding** phase to end of December 2014*

Network	Total days	Where the network is up to	Explanation of facilitation days
Ako Hiko / May Road	12	Analysing the current situation early 2014.	Facilitation days are tracking slightly above expected allocation. This network has requested dual facilitation involving Dorothy Burt and Pat Sneddon, from Manaiaakalani and conventional facilitator Raewyn Williams. Dorothy and Pat led the process then they along with the network leaders requested a conventional facilitator to support as well. This arrangement plus 3 teacher days accounts for the high number of facilitation days early.
Apanui	9	Mapping the current situation	Facilitation days were on track but circumstances have changed and the network is now on hold. Kura tumuaki as well as board members met several times with programme director Brian Annan and project manager Rene Burton, with an interest to create better connections between the kura and their whānau, inclusive of technology links. It was slow progress as another MoE reorganization intervention dominated the minds of the tumuaki and has put the LCN work on hold.
Auckland Central	10.5	Developing network and school plan	Conventional facilitation is tracking at expected allocation level. The facilitation is working with network leaders who are, in turn, working within schools. The network has resisted cross-school activity so facilitation is focused in-depth within schools.

Bay Lyn (Blockhouse Bay / Lynfield)	6.5	Developing a network plan and checking with participants	Facilitation days are tracking at expected allocation. Programme director Brian Annan attended two infrastructure meetings to support a new LDA and facilitator for this network Mary Wootton attended one of those days. Mary's facilitation has been light in the understanding phase so far as the leaders deal with changes in leadership in two schools and the intermediate sitting on the fence. The intermediate recently re-committed to the network. These challenges resulted in a longer understanding phase.
Big River (Balclutha)	24.5	Checking their plan inclusive of a network-wide teacher only day	Facilitation days are high because this network is considered equivalent to two networks (15 schools). Programme director Brian Annan started the facilitation as a pilot network then when the network transitioned into LCN proper two new facilitators Mary Wootton and Janine Simpson were introduced to deal with the large size of the network. Recent facilitation has been delivered by one facilitator, Janine, who has been challenged by the network leaders' desire for PLD from outside the network as opposed to building capability within. This has resulted in a longer understanding phase and an on-going discussion between network leaders, the provider team and the LDA about the nature of LCN activity.
BLENNZ	21	Final stages of network plan	Facilitation days are high but understandable. Facilitation began via programme director Brian Annan who introduced generic LCN methodology to this network as well as Van Asch and Kelston School for Deaf. Those three organisations then split into three networks and Jean Annan followed on with more specific facilitation for BLENNZ as a network in its own right. Efforts to adapt LCN tools and processes for students with special learning needs resulted in a longer and more intensive understanding phase. Also additional meetings were required to meet face-to-face with BLENNZ leaders in various parts of the country.
Eastern Rotorua	11.5	Developing criteria for change priorities - planning cross school visits.	Facilitation days are at expected level. The network made a slow start from July 2013 and took a while to come to an agreed achievement challenge. The network built momentum towards the end of 2013...Raewyn Williams
Foxton / Te Awahou	18	Developing a network plan-	Facilitation days have been considerable in the understanding phase. There is a genuine desire

		checking the change priorities with participants.	to network among all schools in the Foxton area from pre-school to secondary. Facilitator Raewyn Williams visited individual schools to explain the LCN methodology and the pre schools came on board later. The network has involved all schools and the families in community meetings and video footage by David Copeland captured those events. Also the OECD delegates visited this network and the facilitator supported the network leaders to plan and lead the session. Overall, a lot of facilitation and all worthwhile with this enthusiastic, community-focused network.
Te Whanga (Harbour)	10.5	Developing a network plan-draft exists	Facilitation days by John Lock are tracking as expected for a conventional approach to networking. The network is excited by the learning maps and has decided to repeat the use of them as a way of monitoring change. This approach is likely to involve additional facilitation as part of a student agency project that is proposed in 2014.
Hauraki/Ngatea	11	Finalising the network plan	Facilitation days match a conventional approach to LCN methodology. There could be additional days required early in 2014 as the existing facilitator Kaye Brunton has left the strategy and a new facilitator is required.
Invercargill	14.5	Developing a network plan.	Facilitation days are tracking slightly above expected allocation for a network using the conventional approach. Initially two facilitators Mary Wootton and Glenda Stewart attended network meetings for peer support and mentoring into the role. That ensured the one facilitator Glenda now attending network meetings is confident in the role and can bounce things around with the facilitator colleague who provided the early mentoring.
Muriwhenua	10.5	Developing a plan	Facilitation days by John Locke are tracking in line with a conventional approach with a slightly higher number of days involving regional networking, evaluative probe training and Manaiaakalani two-day seminar.
Kawhia Moana	10	Draft network plan	Facilitation days are tracking slightly lower than expected for a conventional approach. The facilitator in 2013, Kaye Brunton, left the strategy and the introduction of a new facilitator Cath Runga is likely to lift the number of days to expectation.
Kura-a-Iwi	14	Early	Facilitation days recorded here are those used by

		understanding.	the provider facilitation team to set up Kura-a-Iwi (KAI) to facilitate network activity among their 20+ kura members. Programme director Brian Annan with support from facilitators Mary Wootton, Jean Annan, Rene Burton provided initial induction sessions for KAI facilitators. Jean Annan now has a mentor/support role with KAI lead facilitator Mereaira Hata. Stuart McNaughton also has a strategic link role with KAI around research possibilities.
Lower Mataura Valley	18	Checking plan with participants	Facilitation days are tracking above expectation. There are two reasons for this. The first is that initially two facilitators, Glenda Stewart and Mary Wootton, attended network meetings for peer support and mentoring into the role. One facilitator now attends network meetings. The second reason is because there have been changes of leadership and staff in all the small schools and those new comers required additional facilitation.
Mahurangi	14.5	Identifying change priorities	Facilitation days are tracking above expectation because two facilitators have been supporting this network. This was an intentional decision by the provider's programme director to trial a way of supporting a group of Pasifika students that were identified as priority learners from the initial data and had experienced a traumatic incident in their community. The opportunity was taken to utilise the expertise of Rae Siilata, a Pasifika researcher in the provider team, alongside lead facilitator, Mary Wootton, as a way of providing appropriate support for this unique networking situation.
Matawhaura Network	7.5	Developing network plan	Facilitation days are at an expected level for a conventional approach. Programme director Brian Annan started facilitation with this network at the infrastructure stage, as the LDA was unavailable due to illness. Brian then coached Māori medium facilitator Te Mihinga Komene, into the role. This network hosted a visit from the OECD delegates. One kura is still to confirm involvement in the network. The facilitator is concerned about the lack of response from network leaders this year as to where they're at with their network plan, information required for the LDA and communication in general.
One Tree Hill (Maungakie)	9	Developing a plan and	Facilitation days are tracking at an expected level for a conventional approach. The

kie)		checking with the network participants	programme director Brian Annan supported the Ministry's LDA in the infrastructure phase then the lead facilitator Mary Wootton took over facilitation. Leaders of two schools in the network, Sylvia Park and Stanhope Road, have been erratic in their attendance for various reasons, which has extended the understanding phase.
Melville - Hamilton	10	Draft network plan developed	Facilitation days are tracking at expected levels but the investment is considerable given that there are only two schools participating in this network, one primary and one intermediate. Facilitator Linda Bendikson believes that the investment has, however, developed a trusting relationship, a commitment to work together and attempts to align programmes between the intermediate and primary school.
Mooloo	8	Refining detail around the network plan	Facilitation days by Linda Bendikson are minimal because the network leaders are working independently of the facilitator, with a well-informed strategic direction. The network has an effective steering group and only requires light touch support to keep them on track with monitoring the change priorities and checking the impact on student achievement.
Moutere Hill & Tasman	17	Plan developed	Facilitation days are high for this network. A leadership focus was introduced for this network after a mismatch of interest from network leaders towards the conventional LCN approach initially presented by Glenda Stewart and Mary Wootton. The mismatch required programme director Brian Annan to broker the new approach and introduce Linda Bendikson to facilitate a leadership-focused approach. The alteration suited all parties and caused a longer understanding phase. The network now has a joined up direction, challenge each other well and have overcome the aversion to student level data being shared at the teacher level. Light touch facilitation is required 2014 as the network is seeking ongoing challenge, support and feedback loops.
Mutukaroa	15.5	Establishing a network, clarifying roles, drafting resources both student and coordinator to	Facilitation for this network is yet to be agreed upon, yet a considerable number of facilitation days have been used as the various contracts have been put in place. Programme director Brian Annan met with Mutukaroa leaders and started conceptualising the beginnings of facilitation services. Then Pasifika facilitator Rae

		use.	Siilata and lead facilitator Mary Wootton met with principals and co-ordinators to start delivery. As they came to understand the Mutukaroa approach, Mary took the role of facilitation with Rae in an advisory role to get started. Facilitation services were more sitting-on-the-side in 2013 as most of the agenda time at meetings was taken by Mutukaroa leaders making sure that principals and co-ordinators had foundation understanding of the strategy. concurrent tender process to appoint facilitation to Mutukaroa networks in phase 2 and 3. There continue to be tensions and lack of clarity around the links between Mutukaroa and LCN methodology and associated roles and responsibilities of various parties involved.
Naenae LEAP	32.5	Network plan developed-schools are working on their individual plans.	The high number of facilitation days are because there have been two functions of facilitation running parallel with one another; conventional facilitation and utilizing this network as a laboratory for facilitation and LDA training. There has been 11.5 days conventional facilitation, which is tracking in keeping with a conventional approach. The remaining 21.5 days have been used as a learning situation for both facilitators and LDAs. For example: identifying change priorities and transferring those into plans. The programme director, Brian Annan, facilitated the learning session, which also modeled an approach for other facilitators in attendance to follow. Strategy development advisor Jean Annan has was also present throughout capturing the early stages for a documentary. Extra visits to individual schools have also occurred to capture “gems” e.g. Dyer Street School, Epuni School and Rata Street School. Rata Street School hosted the OECD visit including the Minister of Education.
North Hokianga	14	Draft network plan	Facilitation days are tracking slightly above conventional allocation. The main reason for this is because facilitator John Locke has supported mainly teaching principals in remote circumstances. There is also a shortage of relievers, which has resulted in spasmodic attendance and therefore longer understanding phase.
Northern Special Schools	9.5	Analysing the current situation	Facilitation days are tracking slightly above the conventional allocation mainly because the network leaders along with facilitator Jean Annan (with considerable expertise in Special

			Education) had to adjust LCN methodology for the unique context of special schools. Additional preparation was necessary to adapt LCN tools and trial them in additional leader meetings. The understanding phase, therefore, is taking longer than expected.
Northern Wairoa	7.5	Checking change priorities with participants	Facilitation days by Raewyn Williams are tracking at the level of conventional allocation. The network leaders now have the beginnings of their change priorities from within school investigations. They are now ready to across-school sharing of their investigations.
Ohinemuri/ Paeroa	17	Finalising network plan with participant schools	The number of facilitation days is high because this network took an alternative route to investigating the students' learning environments. Facilitator John Clark took additional time to support and guide the network leaders, which led to high levels of family involvement. Strong internal network bonding and self-determination among the leaders indicates light facilitation in 2014.
Pakuranga West	10	Checking change priorities with participants	Facilitation by Raewyn Williams has primarily been to support network leaders meeting together. A facilitation challenge is to shift the leaders into follow-up activity in and across the schools and communities. There seems to be a question over the leaders' commitment to LCN methodology and principles for change and the outcome of discussions between the facilitator and the network leaders will determine allocations of facilitation days in 2014.
Papakura	12	Draft plan in place to be finalized early in 2014.	Facilitation days are tracking slightly above a conventional approach because facilitator Mary Wootton went to infrastructure meetings with the LDA then supported Gayle McIlraith into the facilitation role. A strong principal leads the network and the leadership group carried on meeting after the facilitated part of the network meeting. Two schools are unsure of their commitment at this stage - and may be joining Mutukaroa- (Edmund Hillary & Park Estate).
Rotorua Lakes	16	Developing a plan- school plan. Checking change priorities with participants	Facilitation days by Raewyn Williams followed the conventional approach. The network leaders tended to seek PLD from the outset and saw the network as leaders meeting in a room with follow-up within-school activity. They resisted lateral learning across schools and it was doubtful that the network would continue.

			Positive signs in the first network meeting of 2014 suggest they are now on track.
Rural and Roses/Te Awamutu	11.5	Network plan developed and linking to school plans.	The number of facilitator days is tracking slightly above conventional allocation given it is a relative new network. Initially project manager Rene Burton attended an infrastructure meeting then Cath Runga was selected as the facilitator and Raewyn Williams supported her in her first meetings. Then one facilitator worked with a more 'settled' group of network leaders who have development a clear focus and commitment to learning and change.
Seaview/Pet one	10	Network plan developed and developing school plans	Facilitation days delivered by Mary Wootton are tracking as expected for a conventional approach. There is one strong network leader who developed meeting protocols with the network, which created a good balance between facilitation and network leadership. Some facilitation time went into dealing with one school withdrawing after the leaders found the approach was not suiting their needs. Mary's facilitation is starting to focus more strongly on the evaluative probes- and some time is likely to be spent videoing footage of probes 3 and 4 for training purposes.
South Wairarapa	15	Finalising the network plan	Facilitation days delivered by Jo Grant are high because this is a large network, 14 schools, and the leaders decided to meet as 3 sub-groups, which created a greater number of direct facilitation days. This has resulted in a more cohesive network when they meet as a whole group and also a longer understanding phase. There may need to be a greater allocation of facilitation in 2014 to cover the 14 schools involved in the strategy.
Te Puke	20	Network plan completed and moving into implementation	The number of facilitation days is high because the programme director Brian Annan attended some early sessions at the transfer from infrastructure to understanding. Also Jean Annan, in her role as WFRC documentary writer, attended sessions in the understanding phase and ended up providing some direct facilitation around analysis and planning. Facilitator Raewyn Williams has continued with a conventional approach throughout. There remains a facilitation/network leader challenge for 2014, i.e. to get alignment between the change priorities and the network's matrix for

			the learning and change and then linking both those things to the achievement challenge.
Tuakau Network	5	First draft of network plan	Conventional facilitation by Gary Pearce only really got started in term 4 of 2013 but the network leaders are a fast moving bunch and determined to distribute leadership across leaders from participant schools. Note that three schools are 2 and 3 teachers so attendance at meetings represents most of their staff and some adjustments in facilitation may be necessary in 2014 to cater for those schools. The larger schools are making plans for engaging other staff members who could take leadership roles as plans develop. Lateral learning is developing in all schools - they see the potential of it within their schools and across the network so facilitation in 2014 should track in line with the conventional allocation.
Twin Coast (Rodney-Stamata)	7	Developing plan- checking the change priorities to inform the plan	Facilitation days by Raewyn Williams are tracking at expected level for conventional approach. There is a strong core leadership team, which ensures the pace of network activity is maintained. A teacher only day was planned for early 2014 that brought program director Brian Annan in alongside Raewyn and LDA Bruce Adin to support the spread the LCN principles among all the teachers in participating schools.
Upper Hutt / Heretaunga	15.5	Finalising network plan.	Facilitation days delivered by Jo Grant have been slightly higher than expected for a conventional approach. The main reason for the higher number of days is because the transfer from infrastructure to understanding phases was problematic and required Jo to invest additional facilitation alongside the Ministry LDA input to get network activity underway.
Van Asch	14	Final stages of planning.	Facilitation days are slightly higher than expected mainly because the conventional approach is not appropriate for this network, which caters for students who are deaf and hearing impaired. This network was originally part of a bigger network with two other organisations (Kelston School for the Deaf and BLENNZ) facilitated by programme director Brian Annan. Kelston withdrew and the other two split into two separate networks. That transition required the introduction of fit-for-purpose facilitation and now a facilitator with extensive expertise in special education, Jean Annan, facilitates full day sessions with leaders.

			Those leaders come from the hub school and associated organisations, which has created sub-networks across NZ.
Waitakere (WAPA)	15	Network plan completed	Facilitation days are running slightly above expected levels for a conventional approach. There were a considerable number of extra facilitation days at the start as the Ministry brought in programme director Brian Annan and project manager Rene Burton to create a fit between a local PLD infrastructural arrangement and the national LCN strategy. From the outset, it was apparent the two arrangements were a long way apart. Leaders clearly wanted facilitation to fit their local PLD arrangements. Despite the lack of fit between local and national, the Ministry wanted to persevere and bring this network on board. As the understanding phase unfolded, the fit remained uncomfortable. Facilitators Linda Bendikson then Rene Burton respectively attempted to bring things together through a leadership lens and then a 21 st century learning environments lens. Those attempts plus the determination of the network leaders to explore lateral learning possibilities in ways that they think best are making headway.
West Coast Way/ Greymouth	15	Developing a network plan	Facilitation days are high for the conventional approach mainly because the leaders believe that outside expertise needs to come into the remote West Coast of the South Island to boost connectivity. The Ministry agreed with this philosophy, which led to facilitator Kaye Brunton leading a conventional investigation with concurrent input from Manaiakalani facilitator Dorothy Burt around digital pedagogies and retooling schools. A third element of facilitation involved programme director Brian Annan presenting international trends about 21 st century learning environments.
Whakahuhi ui Tautoko (Waikato)	6.5	Developing network plan	Facilitation has been at expected levels for a network at the beginnings of its LCN journey. Facilitator Linda Bendikson has supported the two secondary schools to start thinking differently about high levels of behavioural disengagement and academic achievement challenges. There are a number of challenges for facilitation in 2014 including; a stronger focus on outcomes as opposed to intermediate outcomes, teachers remaining at a distance from the planning and bringing in parent voice more. Linda is able to provide light touch facilitation in

			2014 but network leader's interest in bringing primary schools into the network and addressing the challenges is going to require more than light touch facilitation.
Whitestone / Oamaru	15.5	Developing a network plan.	Facilitation days are slightly higher than expected for a conventional approach. Initially two facilitators Mary Wootton and Janine Simpson attended network meetings for peer support and mentoring Janine into the role. One facilitator, Janine now attends network meetings. The core leader of this network is going on sabbatical in 2014, which could cause a new demand on facilitation.

*Facilitation days for networks in the **implementation** phase to end of December 2014*

Kaikohe and Districts	17	Now implementing plan. Working with Dorothy Burt, ready to start with one on one digital devices at start of 2014.	This network was originally a Pilot network with Brian Annan as first facilitator. Brian then mentored Glenda Stewart into the role. As they have identified their change priorities- one being 21st Pedagogy-Dorothy Burt has co-facilitated when required. One network meeting was facilitated by both Dorothy and Glenda- now only one facilitator attends based on the needs of the network.
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*Facilitation days for networks in the **sustaining** phase to end of December 2014*

Network	Total days	Where the network is up to	Explanation of facilitation days
Auckland Intermediates	21.5	The leaders are in the process of finalising their second-year network plan in preparation for year 2 implementation	Facilitation days appear high but are not given that this network has been operating as a pilot network for the Ministry from the beginning of the strategy in October 2012 (and back to the beginning of 2012). Most facilitation days were utilized during infrastructure and throughout a rigorous understanding phase in 2012. A strong three-principal leadership team formed to drive the network planning process and facilitation became 'café-advice' sessions. Throughout 2013, the network's core leaders alongside school leaders became almost entirely independent of direct facilitation. They implemented their 2013 plan and made links with other networks with considerable independence and confidence. However, towards the end of 2013, a second tier

			of network leadership emerged among AP's/DP's/senior teachers around measuring effectiveness of the network activity. Those leaders are re-engaging facilitation support in the second-year planning process, which will extend into facilitation support for a second round of implementation in 2014.
Manaiakalani	32	Into a third year of implementation inclusive of extensive research support from the Woolf Fisher Research Centre at The University of Auckland	Facilitation days associated with Manaiakalani appear high but do not reflect the multiple components of network activity in operation. The high number of days accounts for Dorothy Burt's internal facilitation, Jean Annan's documentary of the Manaiakalani approach and program director Brian Annan's negotiation with Manaiakalani leaders about Manaiakalani broader involvement in the LCN strategy. Those facilitation days, however, are just the tip of the iceberg. Dorothy is coordinates pedagogical developments via an induction programme for all new teachers and leaders and a teacher academy, advising and lecturing in an undergraduate course at The University of Auckland and driving up 21 st century pedagogies in and across the schools and kura participating in and associated with Manaiakalani. Then Russell Burt and Pat Sneddon are busy leading the re-tooling schools programme within and beyond Manaiakalani and co-ordinating community, volunteer, business, philanthropic and government partnership arrangements. Manaiakalani contribution to the LCN strategy has opened the eyes of other network leaders around the country to those possibilities, which was always the aim of including this network in the provider team. End of June 2014, Manaiakalani contractual contribution to the LCN strategy is complete.

Facilitation days for networks that withdrew before the end of December 2014

Network	Total days	Phase the network withdrew	Explanation of facilitation days
Hauiti Ki Uawa/Tol oga Bay	1	Infrastructure	Programme director Brian Annan attended an infrastructure meeting whereby the principal and a prospective internal facilitator were informed of LCN methodology.
Manurewa North	1	Infrastructure	Facilitator John Clark attended two infrastructure half-day meetings whereby

			prospective principals were considering joining LCN. The network did not form.
Manurewa South	1.5	Infrastructure	Programme director Brian Annan attended three meetings and facilitator Raewyn Williams attended one to outline the LCN approach. Attending principals showed some interest but did not progress to form a network.
Northwest Hamilton	4	Infrastructure	Two facilitators attended an infrastructure meeting, the first understanding meeting and some follow up meetings when withdrawal was being considered. A new facilitator was being coached in the role.
Otahuhu	1.5	Infrastructure	Facilitator attended infrastructure meetings
Otara	0.5	Infrastructure	Facilitator attended infrastructure meeting
Te Aka Tamaki/Tu Pakari/Te Rohe o Mangere	0.5	Infrastructure	Facilitator attended infrastructure meeting
Whangarei (new)	1	Infrastructure	Facilitator attended infrastructure meeting

Additional to the facilitation days, the UniServices/Faculty have also delivered 1066 days of fixed costs. Those fixed costs include facilitator training, evaluative probe design and training, milestone reporting, facilitator attendance at regional networking days and Manaiaakalani seminars and administration. This fixed-cost investment is almost the same as the investment into facilitation days. A great deal of that time is involved in implementation design and adaptation. Facilitation delivery would be generic and routine without that adaptive engine-room in the background.

Front-line LCN facilitation is, therefore, inextricably linked to the design and adaptation work. That nature of the LCN strategy, which is about learning and change, is that there will always be a need to make alterations, re-design frameworks, tools and processes and invent new ways of doing things with ever increasing groups being attracted to the networking approach.

Furthermore, investment into front-line facilitation as well as design and adaptation work is informed by global network movements that the Ministry officials and UniServices/Faculty lead team are associated with, i.e.

- Global Education Leaders Programme (GELP) – Brian Annan
- OECD Innovative Learning Environments (ILE) – Jackie Talbot, Jill Farquarson, Colin Dale, Brian Annan
- International Congress for School Effectiveness and Improvement (ICSEI) – Lorna Earl and Brian Annan

- International Society for Technology in Education (ISTE) – Mary Wootton and Rene Burton

Ideas from those movements have heavily influenced implementation logic. Without those links, the strategy would be a localized South Pacific strategy disconnected from global trends. As it is, the strategy is quickly becoming recognized as a cutting edge innovation and those global links have contributed to the status. Note that the LCN contract and budget does not fund any international travel expenses for UniServices/Faculty team members' involved in those international movements.

3.3. Manaiakalani facilitation to end of December 2013

The table below summarises activities where Manaiakalani personnel have been facilitating LCN activities with networks, and in particular, the tailored application of the Manaiakalani model to innovative learning and change. Manaiakalani facilitation responsibilities have primarily come from Dorothy Burt, Russell Burt and Pat Sneddon with administrative support provided by Jennie Oxley.

Partnership arrangements between Manaiakalani, LCN UniServices/Faculty provider team and the Ministry have been quite outstanding. There has been reciprocal learning between all parties throughout the contract period. LCN networks have found considerable value in the connections with Manaiakalani, whether that was via Dorothy, Russell and Pat presenting at regional training or visiting Manaiakalani at the 2-day Manaiakalani seminars or through direct facilitation from Dorothy within LCN networks.

It is proposed that Manaiakalani complete their services to the LCN strategy at the end of June 2014 as planned. In that final six month timeframe, Manaiakalani leaders will work in partnership with the Woolf Fisher Research Centre to disseminate emerging research findings among LCN networks. CORE Education has been subcontracted to co-ordinate the delivery of those findings in both face-to-face sense-making sessions and script/video for web-based learning.

The following table outlines LCN network support from Manaiakalani. Manaiakalani is also providing facilitation support to Otaki, Porirua and Christchurch but those services are not being funded from the LCN provider budget. The Manaiakalani Trust funds those and several other developments to grow 21st Century learning environments across New Zealand.

Kaitaia	Te Kura Kaupapa O Te Rangi Aniwaniwa is well progressed in its planning for change, and is engaging with other local kura in this regard. There is an established relationship with Manaiakalani leadership. ITC advice and guidance has been provided in relation to preparation for digital learning, drawing on Manaiakalani approach and templates. There is regular online engagement via Google+ community, email and other social networks supporting teachers and
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	<p>leaders. Multi-day immersion visits to Pt. England school by Te Rangi Aniwaniwa teachers have occurred. Technical infrastructure readiness assessment has been undertaken. Clustering and governance advice, governance documentation and advice on usage and applicability has been provided.</p>
Ako Hiko (Mt Roskill)	<p>Supported by leadership and change management advice from Manaiakalani, the Ako Hiko cluster has been formed. Ako Hiko Trust in process of being established with NZ Charities Commission closely based on Manaiakalani model. This is expected to be in place later in February. Extensive support has been provided by Manaiakalani as part of preparing for the roll out of one:one device (400 student devices across 6 schools in February 2014). This has included the provision of targeted PLD - digital immersion pedagogy and building confidence in Google Apps for Education suite. Full infrastructure readiness assessment and upgrade has been completed. 2 day intensive PLD for lead teachers was completed in January 2014, and this is being followed up by the resourcing of an experienced Manaiakalani teacher who will work across Ako Hiko schools for 3 days per week during 2014. This is supplemented by governance, leadership and administrative support for the wider change programme approach and structure. This includes the provision and tailoring of documentation as well as implementation planning and advice, including in relation to parent engagement and information, legal requirements, netbook deployment and financing.</p>
Kaikohe	<p>Kaikohe cluster has been supported by Manaiakalani in its preparation to roll out transformed pedagogies and one to one device in Term One 2014. This support comprises governance establishment, delivery of professional learning and development, advice in relation to technical infrastructure, and intensive support for netbook selection and procurement, and the roll out of 80 personalised student devices in term one 2014. PLD delivery. (3 on site sessions, plus hosting at Pt. England school for PLD and digital classroom experience) Supplemented by regular online engagement via Google+ Community, email and other social networks supporting teachers and leaders. A teacher to teacher network is in place. A Manaiakalani principal and PD facilitator have visited the Kaikohe cluster in late 2013, and further visits are in place for 2014 to provide support in the implementation of digital learning.</p>
Greymouth	<p>2 PLD on-site visits have occurred, further support in place through Google+ Community, email and other social networks. The cluster is developing its change implementation approach.</p>
Other	<p>2 day LCN forum hosted by Manaiakalani for around 60 participants in September. Hosting of visits from Prime Minister; MoE (Rowena Phair); principals, teachers and BoT members from across New Zealand. The following schools have visited Pt. England school to hear about the Manaiakalani programme and to see it in action in classrooms : Wanganui Intermediate, Westmere School, Mahurangi Cluster; Ohinemuri Cluster; Papatoetoe Intermediate; Tirohia School; Netherton, Hikutaia and Paeroa schools; Wellington principals/Deputy principals; Porirua, Rangikura, Russell; Howick, Pakuranga schools; Fruitvale school; Holy Cross (Papatoetoe). Tamaki College has also hosted numerous visits from schools and educators looking at the implementation of digital learning in the secondary</p>

	context. Pat Snedden, Chair Manaiakalnai Education Trust, has delivered presentations to educators and supporting corporates in Te Awamutu, Rotorua, Nelson, Whangarei and Rotorua. Invitation from Balclutha to Dorothy Burt for assistance with implementation planning (March visit)
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3.4. Kura-a-Iwi (KAI)

Te Waimatao Murphy on behalf of Ngā Ringa Raupā, Ngā Kura-ā-iwi o Aotearoa Inc. provided a summary report to the LCN provider team on 17th January 2014 about progress to date. The report is not included in this milestone report, as it will involve a verbal discussion between partners, i.e. KAI leaders, MoE leaders and UniServices/Faculty leaders on 7th April 2014 then will be presented directly to the Ministry as part of KAI's regular milestone reporting programme for all KAI work programmes.

Mereaira Hata is now the lead facilitator for the KAI LCN activities and is now linked to LDA Mereana Anderson and to facilitator Jean Annan in the LCN provider team. Jean provided some commentary to Wai, Mereaira and the KAI team about their report, which is outlined below.

The start-up KAI network as well, as the idea of fusing LCN principles into other KAI work strands, is now operational. These developments follow the English medium methodology in one respect in that the start-up network is a trial before KAI leaders consider growing more networks. One of the challenges for KAI introducing networks will be the distance between kura but we are confident that the network leaders will work through this challenge. KAI's decision to diffuse LCN methodology into other work strands from the outset is not the same as English medium LCN practice and is worth following in terms of its success in lifting student achievement.

The Learning and Change kaihapai have taken a careful and considered pathway to their network process. They have met regularly with the broader UniServices/Faculty provider team to find out about the LCN processes and procedures and the philosophy that underpins them, considering at every point the approach in relation to the cultural context of the students in their kura/wharekura who are achieving below National Standards. While the LCN procedures that have been followed in non-Maori Medium schools have been shared with the network, the way in which the Kura a Iwi network functions is an adaptation, and in parts, a unique reconstruction of this. It continues to be shaped as the kaihapai and kura work through the process.

Kaihapai have negotiated the LCN of KAI thoroughly, speaking with potential network members at various hui in the latter part of 2013. A strong focus has been placed on the groundwork to maximize the chances for success in subsequent phases. The framework kaihapai introduced was open; the processes and activities would be developed and refined within the network. Negotiating membership and the initial activities of the network was a critical aspect of the entire process and care was taken to ensure that the network had not made hasty moves forward before key understandings had been reached and kura had

time and information upon which to make informed commitments to the network. Involvement in the project had to be voluntary and desired if it was to make a positive difference for the students. At this stage, five kura and wharekura have indicated their enthusiasm and commitment to the LCN and are currently seeking to identify the achievement challenge that will most benefit the students. These kura and wharekura are distributed across an area spanning from Auckland to Otaki.

There has been a change of leadership in the kaihapai team, with Erana Hond-Flavell, Kaihapai Matua, being required on another project. Mereaira Hata, who was documenting and researching the project, has taken Erana's role. I expect in early February to discuss with Mereaira arrangements for this year including the content, frequency, membership and location of these meetings. Mary Wootton and Jean Annan met every six weeks with the group last year and Brian Annan was working regularly with them before that. I sense KAI, the LCN provider team and the Ministry are now well into the understanding phase.

We as a collective LCN provider team have thoroughly enjoyed forming a positive, professional and student-focused relationship with the KAI team. We look forward to an ongoing relationship with the strong group of kaihapai who are leading this development well.

3.5. NZPF Māori Achievement Collaboratives (MACs)

The Ministry announced in August 2013 that five of the New Zealand Principal's Association (NZPF) Māori Achievement Collaboratives (MACs) would become five of the 60 networks attached to the UniServices/Faculty LCN provider contract. Discussions between the Ministry and NZPF continued into October when the UniServices/Faculty team was invited to lead a two-day induction session for NZPF leader of MAC's, Peter Witana, and the five NZPF-selected facilitators; name them. The intention was to conduct the induction session then give NZPF some time to formulate their methodology at the same as drawing up and agreeing on a subcontract between NZPF and UniServices/Faculty. Thereafter the MAC's would become operational.

As it happened, the NZPF facilitators progressed their planning and started forming networks without a subcontract in place. It was not possible to finalise the subcontract in the last few months of 2013 as the Ministry asked the UniServices/Faculty provider team to step back while the Ministry worked directly with NZPF over some challenges that arose. The delay in setting up the subcontract coupled with a backlog of expense and daily-rate facilitation invoices has created a complex situation that all three parties, i.e. Ministry, provider team and NZPF, will have to resolve in 2014.

3.6. Mutukaroa

Mutukaroa is a powerful program invented by leaders of Sylvia Park School to use Year 1-3 student assessment data with parents and teachers to better

support students, particularly Pasifika students, in their learning.

Establishing facilitation arrangements for Mutukaroa were considerably complex in 2013 but that situation should settle in 2014 with collaboration between the Mutukaroa networks, the various Ministry officials involved and UniServices and Cognition. A key task for those parties is to reach agreement on the alignment of the Mutukaroa programme and the LCN strategy, which will take time. A key task is to pull together the various parties to agree on relevant theories and practices that will ensure Mutukaroa is successful in a variety of contexts. It will be important to engage complex co-ordination services and to allocate time for those discussions, which should settle any competing theories among the various parties.

4. NETWORK & SCHOOL PLANS FOR 2014

Twenty-three LCN network plans were analysed in terms of the achievement challenge, priority changes, goals and measures, evidence of participation and presentation. The plans were collected from networks that were at the end of the understanding/beginning of implementation phase in December, 2013. All plans noted the achievement challenge and priorities for change and most mentioned the broad measures selected to assess the extent to which the achievement challenge was met. Some included more specific measures that individual schools would use for monitoring progress through the year and to assess academic achievement in the specific area chosen for each school. Some networks had extracted clear principles for guiding the development of school plans.

Start dates for networks in the strategy were between 20/11/12 and 01/10/13. By the end of 2013, 14 networks had completed plans and nine networks had partially complete plans. Newer networks were at the infrastructure or in the early stage of the understanding phase and were yet to begin planning. When the progress on fully and partially developed plans was considered in relation to corresponding dates of national approval for each network, no pattern emerged. The timing of planning appeared to be influenced by a wide range of contextual variables such as the nature of the achievement challenge and the type and amount of data required, the nature of findings through the iterative analysis, relationships with participants, past experience of the group working together, the distance between network schools and events in the schools and districts.

Where plans were complete, the networks had noted the direction participants would take to meet the achievement challenge. Most individual schools planned to further collaborate with students in 2014 at the beginning of the school year although some schools included their plans within the network plans. In cases where students would be transitioning to other schools, for example, high school or intermediate school, and for students with special needs whose teams of support or educational facility involved changes, schools noted their intended direction and their plans to further collaborate when enrolments and staff were confirmed. Networks yet to begin developing plans are those that joined the Learning and Change Strategy during 2013.

4.1. Participants

In most plans, networks had specified the student groups who were participating in the LCN process. These included:

- Children who were achieving below or well below National Standards. This group included Maori and Pasifika students who schools and networks identified as 'priority learners' working below National Standards in particular subjects.
- Students with special education needs who were achieving below National Standards, including those who were deaf or hearing impaired and those who used braille to read.

- Within networks, some schools focused on one gender group, for example, boys' writing.
- Wider groups of students that included those who were achieving below or well below National Standards, Maori and Pacific Nations students and students with special educational needs.

Each plan indicated that the leaders, students, teachers and some families in the network had been involved in the development of the understanding. The extent to which each participant group's contribution was evidenced in plans varied. Some completed plans indicated that networks had involved students and family in the planning process (e.g. Naenae). In at least two networks, Board of Trustees members had been involved in the development of understanding and planning (e.g. Te Puke, Matawahaura & Apanui), as were Resource Teachers of Deaf (van Asch) and of Vision (BLENNZ) and of Learning and Behaviour (Twin Coast and Foxton).

In completed plans, particularly those that incorporated school plans, networks recorded the intended change activity of the participant groups. Authentic collaboration was signalled in some plans by student and family entries beginning with, 'I will ...' and, 'We will ...' and in places the intended activities of the students and families had been recorded in 'teacher speak'. In many plans, spaces had been left for students, family and community to note the direction they would take and the activities in which they would engage to meet the achievement challenge in the coming year.

There were indications that networks were actively involving a wider group of people. Networks were making plans to engage the wider staff through teacher only days, use of the Learning and Change process to guide other school initiatives and extension of the project to additional subject areas. Where community involvement in learning had been identified as a topic that required further understanding, networks were planning to expand their connection with this group during the following year.

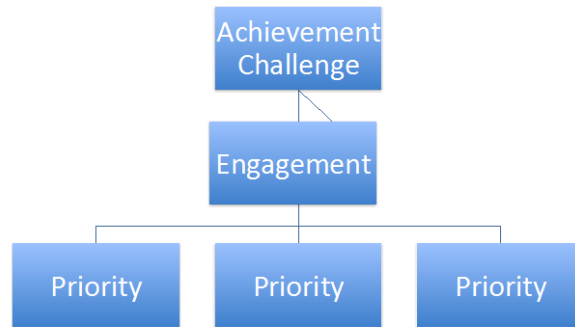
4.2. The achievement challenge of networks

Academic achievement challenges ranged from improvement in specific subjects to overall academic achievement. Of the 23 networks whose plans were reviewed, seven chose to focus solely on writing, the most frequently identified achievement challenge, and one chose solely mathematics. Others focused on a combination of subjects, two considering both writing and mathematics and two focusing on three subjects, reading, writing and mathematics. Two networks selected literacy as the achievement challenge. Five networks selected general academic learning as their foci with individual schools selecting particular subject areas. The majority of these were writing and/or mathematics. Two schools considered the total academic achievement of the participating students (See table below). Clearly, to some degree writing was represented in almost all networks.

Table showing the frequencies of schools selecting achievement challenges.

ACHIEVEMENT CHALLENGE	FREQUENCIES	EXAMPLES
General academic achievement	3	<ul style="list-style-type: none"> At least level 2 qualifications. To accelerate achievement [overall]
General academic focus – individual schools choosing a particular subject area	5	<ul style="list-style-type: none"> To raise achievement of priority learners, each school selecting a specific area, e.g. writing, maths .. Academic Achievement - different for each school - e.g. writing, maths, achievement of Maori students. To improve outcomes for priority learners in core NS areas - by school - by having a shared understanding of what learning is. Reading, writing and maths individual schools.
Reading, writing and maths	2	<ul style="list-style-type: none"> To raise achievement of learners in reading, writing and maths for our children who are below or well below NS. To improve student outcomes in reading, writing and maths.
Writing and maths	2	<ul style="list-style-type: none"> Increase achievement in writing and maths for priority learners Maori Pasifika Male To improve 21st Century student success in writing or maths or reading.
Literacy focus	2	<ul style="list-style-type: none"> To improve literacy levels of deaf and impaired children by raising engagement in classroom setting Literacy outcomes for learners who use braille
Writing only	8	<ul style="list-style-type: none"> Common achievement challenge is writing. Quality and volume of written language.
Mathematics only	1	Mathematics for Years 0-10.
	23	

A variation in networks' foci was seen around the topic of 'engagement'. Where engagement was represented on the plan depended very much on the way it was conceptualised by the network. The two diagrams below capture the essence of the variation in conceptual models. The first diagram represents those networks that considered their priority change areas related directly to engagement and, in turn, higher engagement would impact directly on the achievement challenge. This view was supported by the belief that there was a strong relationship between engagement and academic learning.



Engagement viewed as directly related to the achievement challenge

Other networks viewed engagement as a clear change priority, which sat alongside and interacted with other change priorities to enhance learning.



Engagement viewed as one of several contributors to the achievement challenge

One other point worth mentioning here about engagement was the some networks initially considered engagement to be an integral part of the achievement challenge. Later in the inquiry process, however, they included it as an influence on learning and addressed it as a priority change area in planning. This alteration indicated those network leaders had become clearer about the difference between academic outcomes, which remain the end-point success indicator for LCN activity, and influences on academic outcomes. The point here is that higher levels of engagement are not the end-point success factor for LCN activity. Rather, engagement is a means or an influencing factor on lifting academic outcomes.

4.3. Goals

Each plan aimed to raise the academic achievement of particular groups of children. Some networks specified that their overall goal was to meet the achievement challenge and listed specific objectives for each of the priority change areas. In some networks, the overall goal was implicit in the achievement challenge with specific goals related to the priority change areas, that is, what the network chose to change in order to meet the achievement challenge. Clarity around the achievement challenge appeared to be associated with coherent plans. Below are some examples, taken directly from plans, of achievement challenges, the overall goals being to meet the challenge.

- Improving outcomes in written language
- To raise student achievement in Mathematics in Year 0 to 10
- Increase achievement in writing and maths (for priority learners)
- To accelerate the learning of our priority students across the network
- Improving achievement in literacy (reading and writing) for boys
- To improve writing for all students
- To raise student achievement for priority learners
- *Reading, writing and maths (as applicable to individual schools)*

Some combined both sets of goals and objectives. This was particularly apparent when networks had identified engagement as a key issue early in their LCN process. For example,

- Children, families, and teachers learning together to improve writing
- To improve literacy levels of deaf and hearing impaired children by
- raising engagement in classroom setting
- To accelerate the progress of our priority learners through increased family engagement
- To develop student agency in writing

Irrespective of the different ways of conceptualising the process, networks demonstrated through their intended activities that the overall goal and the priorities for change were kept in view. Most plans showed clear links between goals, measures and, where applicable, activities. In two networks, the goal in relation to the achievement challenge and the specific objectives for change in priority areas did not align well, with consequential lack of clarity in the overall plan.

The networks had reached the stage of identifying the priority areas for change and most had extracted the implications of these priorities for planning. As mentioned above, several networks planned to continue with collaborative planning at the beginning of 2014. Although most networks have started to develop plans related to the achievement challenge, there remains a need in several plans for stronger alignment of the achievement challenge, the overall goal, the priority changes introduced to address the achievement challenge, and the objectives for priority areas.

4.4. Measures

Almost all network plans noted the use of National Standards' data to identify overall change. Some included further measures to support more detailed and ongoing assessment. Indicators of change for priority areas had been listed in most network plans, some of these being specified and others outlined with less precision. Finer-grained assessment was most often selected by individual schools to allow for ongoing monitoring. Many specific school plans are still being constructed and some of the measures are yet to be described in detail. Refinement of indicators will require collaboration and conferencing outside of network meetings. One school within a network indicated their plans to refine their measures.

Indicators

- Actual baseline established then measured against each term.
 - Feedback on targeted students acting as motivators for teachers.
 - Group progress is monitored closely each term.
- [[Specific] Monitoring tool [to be] developed on Tues 3rd Dec 8 till 12).

Selection and development of indicators of change in less readily observable areas appears to have presented a challenge in some networks. Some networks had listed many vague indicators rather than key signs of change. In places, planned quantification of rich information might detract from a full analysis leading into subsequent cycles of intervention or obscure key messages. The process of refinement to identify key indicators might be supported in the early part of 2014. This might include the careful analysis of qualitative or narrative information. Below are some examples of specific measures indicated in network plans. These were most often mentioned when school plan data had been incorporated with network plans or when schools plans had been developed from network plans.

- *e-asTTle*
- *GLoSS*
- *IKAN*
- *Attendance figures*
- *PM Benchmark*
- *P.A.T.*
- *STAR Reading*
- *Written English Exemplars*
- *National Standards*
- *NCEA*
- *Analysing writing samples at scheduled times.*
- *Specifically developed rubrics*
- *Other purposely developed scales.*

Examples of indicators of change:

- *Parents will come into my school and classroom.*
- *I will know from the different ways I communicate with them.*
- *They will take a more active role in the planning and action of programmes.*

- *Children learning from each other.*
- *Students seeing themselves as learners.*
- *Children can talk about their learning.*
- *Use tools to record and share their understandings.*
- *Parents are contributing information on their child's learning.*
- *Teachers attending where there are opportunities to increase knowledge about learning.*
- *Teachers taking learning from Teacher Only Day to implement new ideas in classrooms.*

4.5. Change priorities

Evidence-based priorities for change were identified through the networks' exploration of the students' learning environments. Networks had used a variety of methods to learn about the learning environments from multiple perspectives. The range included methods specifically devised by the networks, the mapping exercise and practice analysis guided by the facilitation team, and self-reviews of networks' knowledge, activity and competence using the capability tool and Learning and Change concept framework. Information had been rigorously analysed in an iterative process to allow the priorities for change to emerge from the data.

The emerging priorities fell into twelve categories. These categories and the networks that identified each category are shown in the *Change Priorities* table below. The most frequently emerging priority was *Family/Community Connection*, observed by 19/21 networks. This was followed by *Student Agency*, a category relating to the active engagement of students in learning, and *Instruction*, a category related to pedagogy. Both of the latter categories were identified as priorities by 15/21 networks. Two networks considered *Active Participation* of all groups, students, teachers and families. *Cultural and linguistic responsiveness* and *21st Century Learning* were selected by 7/21 networks. *Organisation*, *Evaluative Capability*, *Lateral Learning*, *e-Learning* and *Engagement* were selected by 6/21 networks and *Leadership* by four. The table below has entries presented in two colours; Black print shows networks that explicitly named each priority and blue print [paler] indicates the networks in whose plans the priority was implicit. As noted above, some of the goals were listed as goals and others were implicit in the achievement challenge. The change priorities represented aspects of the learning environment that would be introduced or changed, aspects that would be strengthened and areas that network leaders considered required further investigation and understanding before proceeding with intervention.

Table showing priorities for change identified by networks.

PRIORITY FOR CHANGE	NETWORKS	NUMBER/23 NETWORKS
FAMILY/COMMUNITY CONNECTION	Melville, Auckland Intermediate Schools, Upper Hutt Whakahuihui, South Wairarapa, Kaikohi, Tasman, Naenae, Te Puke, Rotorua Lakes, Tuakau, Lower Maitua Valley, Twin Coast, Mooloo,	20

	Seaview, Big River, Rural and Roses, Whitestone, WAPA, Kawhia Moana	
STUDENT AGENCY	Melville, Upper Hutt Whakahuihui, Kaikohe, Naenae, Te Puke, Rotorua Lakes, Tuakau, Lower Maitara Valley, Twin Coast, Seaview, Big River, Rural and Roses, Kawhia Moana	15
INSTRUCTIONAL	Melville, Auckland Intermediate Schools, Upper Hutt Whakahuihui, South Wairarapa, Van Asch, Te Puke, Lower Maitara Valley, Twin Coast, Mooloo, Naenae, BLENZ, Rural and Roses, Whitestone, Kawhia Moana	15
CULTURAL AND LINGUISTIC RESPONSIVENESS	Upper Hutt Heretaunga, South Wairarapa, Van Asch, Naenae, Tuakau, Big River, Rural and Roses	7
21ST CENTURY LEARNING	Tasman, South Wairarapa, Naenae, Te Puke, Lower Maitara Valley, Twin Coast	6
ORGANISATIONAL	Whakahuihui, Kaikohe, Tasman, Te Puke, Rotorua Lakes, Lower Maitara Valley	6
EVALUATIVE CAPABILITY/DATA ANALYSIS AND USE.	Auckland Intermediate Schools, South Wairarapa, Kaikohe, Lower Maitara Valley, Rural and Roses	6
LATERAL LEARNING	Auckland Intermediates, Upper Hutt, South Wairarapa, Kaikohe, Lower Maitara Valley -, BLENZ	6
E-LEARNING	Auckland intermediates, Kaikohe, Te Puke, Mooloo, Seaview, BLENZ	6
ENGAGEMENT	South Wairarapa, Auckland Intermediate Schools, Van Asch, Te Puke, Lower Maitara Valley, Rural and Roses,	6
LEADERSHIP	Whakahuihui, Kaikohe, Tuakau, Rural and Roses	4
ACTIVE PARTICIPANTS (Family/Community, Leaders, Students and Teachers)	van Asch, Naenae, WAPA	3

Some networks included information related to the development of themes. This included inclusion of the last iteration of the hunch-tracker or the entire process of tracking emerging themes. Some included diagrams showing the themes that emerged from the exploration of the students' learning environment and the relationships among these themes. Such diagrams helped to communicate the network's rationale for selecting particular themes for implementation and to extract principles to guide selection and creation of change activities. Several networks had developed diagrams to illustrate their analyses but had not included these as the basis of their plans. This made it difficult to discern the links between, for example, student agency and cultural and linguistic responsiveness. Networks may usefully consider including diagrams of understanding in future plans. Below is an illustration of one network's analysis showing the themes and connections.

Diagram showing the understanding reached by the van Asch Learning and Change Network 2013.

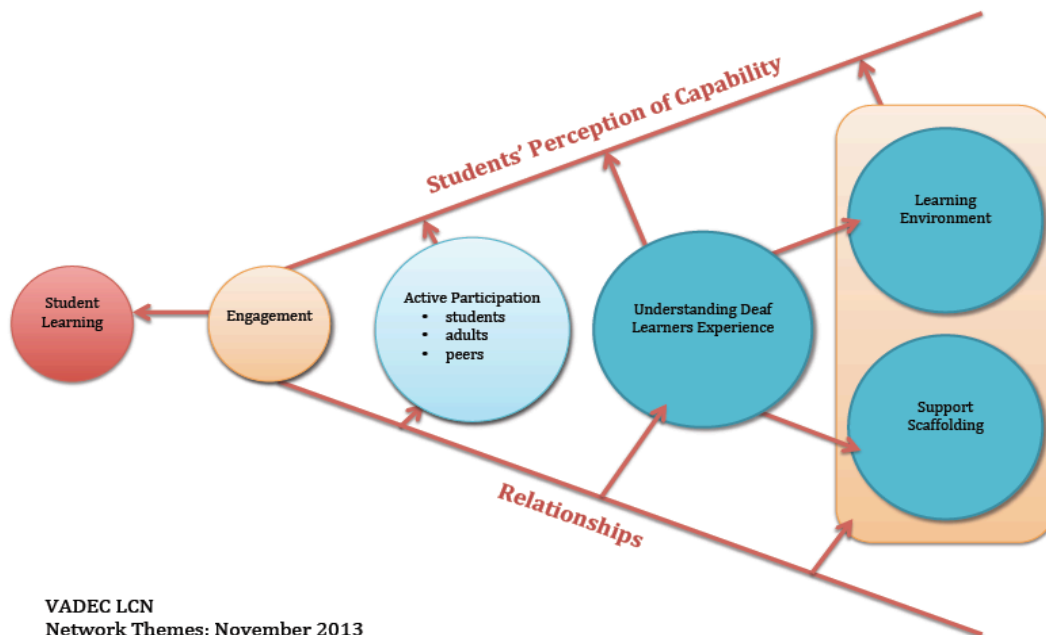
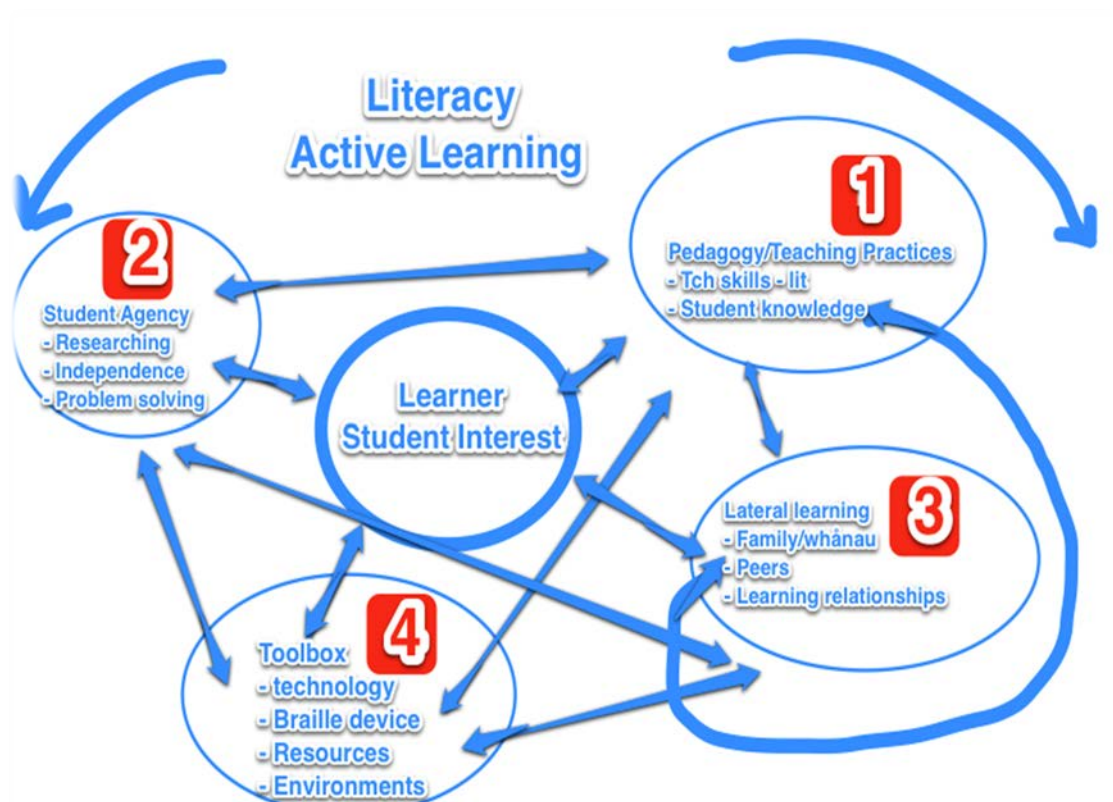


Diagram showing the relationships among emerging themes in the BLENNZ LCN analysis of students' learning environments.



4.6. Presentation of plans

The network plans were various, some networks choosing to record main findings and implications and others using them as working documents to store data as it was analysed. Some networks used the network plan as a guide to inform detailed school planning (with school plans appended) while other networks chose to include all school plans in the network plan. The distinction between the network plan as a statement of understanding and guide to the development of specific school/individual plans was not always clear. Some plans included much data (e.g. raw working data rather than refined themes with evidence) that could limit their use on a day-to-day basis.

Clearly some network plans would be easier to use than others and some were more clearly coherent than others. It would be expected that where there was alignment through the achievement challenge, understanding, implications and goals, irrespective of presentation, the plans would be most useful for schools' planning and for networks to work together.

Many plans were clearly working documents and demonstrated that networks had carefully considered the actions that the leaders and teachers, and in some cases the children and families, would take. Collecting and analysing data, and particularly making joint plans, can be a more challenging task than writing plans individually or with small groups of people. It is to be expected that with dispersed responsibility for planning, learning about new processes and new roles and confusion about the distinctions between network and school/individual plans, that maintaining coherence would not always be an easy task. It is expected that networks, once they have become familiar with the Learning and Change process, could assign a range of tasks within the networks. Some networks may choose to make subsequent plans more concise, refined or coherent. Cooperative community activity is usually more fruitful when members have complementary roles to play in the overall process.

4.7. Summary

The achievement challenges of the networks all related to academic achievement, some networks choosing specific subject areas and others spanning several areas or academic learning in general. In the 23 plans reviewed, leaders, and in most cases teachers, outlined the aspects of school programmes and organisation that would be changed to meet the achievement challenge. These changes reflected the priorities that had emerged from thorough, systematic exploration of the students' learning environments. Networks with completed plans had collaborated with students, teachers and families to develop mutual understandings. Most networks planned to resume their collaboration with students and families in 2014 to specify the actions each would take to meet the achievement challenges.

The plans included priorities that involved the introduction of new practices, the further development or modification of existing practices and areas that required ongoing inquiry to develop firmer understanding. The most frequently

selected priorities for change were *Family/Community Connection*, *Student Agency* and *Instruction*, the latter priority area referring to pedagogy and practices.

Indicators of change ranged from broad summative evaluation of student learning, in almost all networks this being National Standards information. Some networks also included other methods of determining success in specific areas. Schools listed a range of assessment measures and indicators of change. The specificity of indicators varied and the need for some refinement in some plans was evident.

The presentation of plans varied and represented input from multiple contributors. While this process supported collaborative activity and sharing and construction of new understandings, it seems to have challenged the organisation of material in some networks. As networks become more familiar with the way that understanding to intervention is conceptualised and the tasks a to be completed in a cycle of the Learning and Change process, subsequent plans are likely to be more concise and straightforward.

4.8. Implications of the review of plans for networks

Maintaining Momentum: The understanding of the learning environments described in the network plans clearly involved the incorporation of multiple perspectives. Networks will need to maintain the relationships among leaders, teachers, students and families to complete plans and initiate changes. Included in plans will need to be activities that keep participants connected with the plans, with the achievement challenge and the priorities for change in sight. Most networks have made explicit plans to connect with participants early in 2014.

Refining indicators: As networks leaders collaborate with other parties in the New Year, some may work with these participants to further specify the indicators of change. While this may include several viewpoints, the measures need to be focused and manageable.

Distinction between network, school and individual plans: The relationship between network plans, school plans and students' plans needs to be clarified within networks. There is no one right way to record planning but the documents need to be coherent and linked. Network plans are best interpreted as guides based on the understandings reached while school and individual documents comprise the specific plans for action. Of critical importance is that the students involved in the network activity have plans with clear goals, have a strong sense of ownership of those plans, are supported to enact their change priorities and reflect on the impact of those changes in relation to their academic goals.

5. EVALUATIVE PROBES

5.6. Background

During the design phase, two essential evaluative groups formed within the strategy; a *design team* operating within the Faculty of Education at The University of Auckland and a group of *practitioner evaluators* selected within the networks across the country.

The design team started with two academic leaders overseeing the design of the evaluative probes, Professor's Helen Timperley and Lorna Earl. They developed an evaluation plan at the beginning of 2013. Within the plan, the academics outlined the rationale for designing the probes:

"The evaluative probes are designed to minimise the risk of activity traps by encouraging networks to collect systematic information about network activities that takes relatively little time. The main time commitment is on the collaborative analysis and interpretation of the information to reflect on the processes they have put in place to achieve the goals of their activities."
(Timperley & Earl, 2013)

The overarching goal of the evaluative probe process is to build and support evaluative capability across participant schools and networks.

As practical application became a consideration, Robyn Chester and Karen Mose joined the design team as facilitators that would eventually guide the provider facilitation team, the Ministry's LDAs and network leaders through implementation. Both Robyn and Karen were selected for their successful experiences at facilitation within strategies that had versions of evaluative probes in the past; Karen in the Building Evaluative Capability in Schooling Improvement project (BECSI, 2009-10) and Robyn in a Student Engagement Initiative in Wellington (SEI, 2011). An additional role was added to the design team whereby Mary Wootton, more latterly replaced by Raewyn Williams, created a link between the evaluative probe design team and the broader LCN facilitation team. That role is intended to support facilitators as they support the practitioner evaluators in their various collation and analysis tasks associated with each probe.

The role of the Practitioner Evaluator is to help the network get a better understanding of where everyone is at crucial stages on the journey. They instigate the survey, analyse trends and patterns from the surveys looking for the 'gems' of effective practice that could be used to leverage change all for the purpose of shaping next steps to achieve the network goals. Practitioner evaluator tasks include;

- Schedule the survey
- Analyse responses
- Prepare an interpretive statement around the data – supported by lead Practitioner Evaluators.
- Share findings with network leaders, supporting them to go beyond the analytical

- conversations towards critique and challenge
- Negotiate an agreed final statement
- Support reflection and shaping of next steps to achieve network goals

Preparing practitioner evaluators to conduct the probes.

There are now workshops, video clips and email contact to train and support the practitioner evaluators. Probe training modules, workshops and communication processes were developed by the design team to cover the full scope of training and to identify and grow baseline knowledge and skills.

Those positive supports come after a challenging year in 2013 to get to that point. Karen and Robyn introduced the concept of evaluative probes and early module-type information to the networks in the first regional networking sessions in May 2013. Many network leaders were overwhelmed and confused by the concept and associated information that was presented. They questioned manageability to do the investigative work they were being asked to do by the facilitation team as well as the probe work.

A Ministry directive to the provider team to address network participants' feelings of being overwhelmed and confused caused a re-think of the overall implementation framework inclusive of evaluative probe content and process. LCN programme director led a re-design of the implementation framework and the evaluative probe design team invested significant time to appropriately adjust the content of the probes and to finalise a set of training modules and information packs for the practitioner evaluators in the networks.

In designing the final training resources, specific thought was given to the aspect of practical application. The booklet modules were developed so that practitioner evaluators could refer to them when independently applying the data collation and analysis process. It was also decided that the "theory" should be infused into the discussion as the practitioner evaluator's work through the practical survey/analysis tasks to explain;

- *why that specific question was being asked*
- *why questions link across each other*
- *why the data collation templates were designed to their headings etc.....*

Other changes included;

- booklets were colour coded to support practitioner-evaluators to make sense of the materials
- being more mindful of how much to focus on within a training session – e.g. Probe 3 training used one survey to model pattern rather than all three
- utilising the framework underpinning the questions within Probe 1 and 2 as a "bus-stop" sense making activity used in probe 3 and 4 introduction
- analysis recording templates also modified through the iterative design process and then reviewed from training sessions

Those resources as well as an adjusted training programme markedly reduced confusion and positioned practitioner evaluators to get on with conducting the probes. After each regional workshop there has been a debrief conference call

between Karen and Robyn and Raewyn to review material, delivery and potential modifications.

Evaluative probes 1-4 are now appropriately developed for implementation and the networks are also much more ready to activate the probes as the 2014 school year begins.

The next four sub-sections briefly outline content, process and feedback about probes 1, 2, 3 and 4.

5.7. Probe One: Network leader reflections at start up of network activity

Probe One
<ul style="list-style-type: none">• Asks about who is involved in the network at this early stage and their respective role and position in their school.• It firms-up the network's tentative focus and the evidence used to decide this.• It checks strengths and weaknesses from the 'Capability Tool'

Probe one is designed to support network leaders to agree on a focus to get started on their network activities. Networks are advised to complete his probe early in the Infrastructure Phase, shortly after networks have completed the Capability Tool.

Probe one data on process

Engaged in Training	Networks decided not to do Probe 1	Unclear Outcome/ feedback loop incomplete	Draft Evaluation/ shared with network	Final evaluative statements seen by leader evaluators
33* <i>estimated</i>	7	13	10	13

Data limitations

- *Training:* There is insufficient data to make an accurate count of which networks received training on Probe 1. Some practitioner evaluators attended training at a Regional Networking Day. Some attended subsequent targeted regional sessions. Facilitators also held training sessions with individual networks.
- *Incomplete Feedback Loops:* Once networks embarked on the process for Probe 1, outcomes of the process were often not fed back to the evaluative lead facilitators, Karen and Robyn. Lead evaluators gave feedback on the 'first draft' of the evaluative statements but often did not see the final statements.
- *Timing:* Was an issue for many networks who felt they had moved past the early stages of Infrastructure and did not see the value of doing it retrospectively.

Anecdotal feedback from probe one

Those networks that completed Probe One found the process very useful as a means of obtaining baseline data, to establish common ground and to align the network's focus. It provided the network with interesting feedback and set a useful platform for discussion. It was described by some as a tool that helped them check for alignment, clarify understandings, and develop a shared language. It confirmed what was happening within and across schools between participant groups and highlighted gaps... e.g. *"no family whānau voice in the original data"*. Practitioner evaluators found the feedback from the leader evaluators hugely beneficial.

Future recommendations for probe one

For future iterations of Probe One it is recommended that facilitators take a greater role to support practitioner evaluators to ensure networks have clarity around the purpose and timing of probes. The intent is to keep the evaluative profile high throughout the process of learning and change. It is best to ensure practitioner evaluators have a regular slot on the agenda for network leader meetings and that facilitators and LDAs support them to provide feedback on the evaluative statements.

5.8. Probe two: Agreeing on change priorities

Probe Two				
<ul style="list-style-type: none"> • Asks who is involved - has the network added personnel beyond the leaders? • Asks whether there is a shared understanding around the Achievement Challenge; school/network alignment • Asks who the priority learner group is that is involved in the network activity • Asks about involvement of non-professionals from participant groups • Assesses whether there is a shared understanding of change priorities 				

Probe two data about process

Engaged in Training	Networks decided not to do Probe 2	Link sent	Draft Evaluation/ shared with network	Final evaluation
36 estimated	5	22	8/3	1

Limitations of data

There has been limited uptake to date of Probe Two, with only 9 networks completing evaluative statements, so there is little data on which to report about Probe 2. The reasons for the minimal data are two fold. The first is because the probe designers anticipated that the networks would complete the understanding phase much faster than was the intent, i.e. 3-6 months, which created a wait-time for Probe 2 to be relevant to the networks. Despite that wait time, the designers were still finalizing probe two questions as networks became

ready to complete the probe in November and early December 2013. Consequently, facilitators reported that many networks would commence with Probe 2 early 2014. Network leaders, in the main, felt comfortable with this arrangement as they could embark on this evaluative task with fresh thinking in the New Year.

Probe 2 implementation in term one 2014 has resulted in a clash of proposed timing with Probe 3 and 4, which was proposed for March and April 2014. Some network leaders are considering not doing Probe 2 but following through with Probes 3 and 4 instead. Others are considering doing the opposite and starting with Probe 2 to bring everyone back on board and leaving Probe 3 & 4 to a later and more appropriate date. Both options are considered appropriate, which indicates the need to let go of pre-determined timeframes and run with more realistic timeframes.

Anecdotal feedback practitioner evaluators & leaders

Useful messages have come from practitioner evaluators and leader comments that have proceeded with Probe 2. In general, networks that have embraced the process have found the exercise has given them a clear vision for change. It helped networks clarify the achievement challenge and change priorities and informed their next steps. One network leader commented that the process: *“Ensures clarity of understanding around purpose; Why, what we want to achieve and what we will do with the data.”* Other positive comments suggest that the information learned from Probe 2 has further supported networks to take their conversations to a deeper level: *“Good team analysis – using evidence from data and not making assumptions.”* And: *“Good discussions – ensuring shared understanding of process and terminology.”* Practitioner evaluators within these networks tend to have a prominent leadership role in meetings. Many responses indicated that the online materials and videos were useful although there are a few networks that wish for further, direct training and support.

5.9. Probes three and four; effective implementation

Probe 3

- Collects information about the understanding, knowledge and practice of the 3 groups surveyed (parent, student and teachers) of the priority students and analyses this against the networks change priorities
- Each separate survey for parents, teachers and students ask a series of questions related to the big ideas in LCN Conceptual Framework
- Networks select two themes from the framework that are aligned to their change priorities for more in depth analysis and use
- Interpretive statements focus on identifying patterns, similarities, strengths, needs and variations within a respondent group and across groups

Probe 4

- Collects information about the understanding, knowledge and practice by interviewing teachers and leaders and analyses their understandings against the big themes of the LCN Conceptual framework.

- The focus is on the way the achievement challenge is being addressed: 2 big ideas/change priorities are selected for the focussed part of the interview
- The interview sets the context: achievement challenge of school and network and asks how students and family are involved in addressing the achievement challenge
- Asks about 2 major change priorities in relation to the big ideas to address the achievement challenge and delves deeper into rationale for choosing, what they have done so far, what changes they are hop to see as a result, and checks what changes have happened

There is no data for probes 3 and 4 as no networks have yet implemented them. These probes were not ready for implementation in 2013 and nor were the networks ready to implement them.

36 Networks attended Probe 3 and 4 training. Overall feedback indicates that while they appreciated the training and feel positive about the process, many still lack the confidence to implement probes 3 and 4. Timing is most likely issue here, with many networks not yet 'ready' to implement these probes. Many practitioner evaluators felt that they would need further practice, particularly with Probe 4 early in 2014.

Most practitioner evaluators appreciated the opportunity to work with other networks and some are proactively planning to 'network' on tasks in the future.

- *Good to listen to other schools/networks. Good to think about how we might need facilitator support.*
- *Tools, templates, process allow for effective transfer back in networks*

The previous point was countered by

- *other network members miss out on good stuff – unsure if can we transfer learning back to networks. How to apply in practice, still unsure*
- *Relevant, practical examples; concrete and well paced*
- *Allowed for metacognitive processes*

The content of probes 3 and 4 gave practitioner evaluators greater understanding around:

- *Clarity /overview of big picture, where heading, process*
- *Cloud diagram. Clarity over terminology*
- *The need to feedback share data with students, teachers, family and whānau*
- *The importance of the explicit nature, quality of our plans with clear criteria, integration with school PLD plan*
- *Need for alignment facilitator/MOE messages.*
- *Need for greater level of discussions at network meetings – need to ask more challenging question*

5.5. Interpretive statements

An important end-point to the process of conducting each probe is for the practitioner evaluators to write an interpretive statement and discuss the statement with the network leaders to inform sound decisions about next steps.

The process of formulating the evaluative statements is outlined below. The practitioner evaluators;

- *collect the survey data and collates it into analysis templates*
- *discuss and document an “interpretive statement” that is drawn from the evidence/patterns within the data analysis templates*
- *check the statement against their own knowledge of the network, against the theory & research in the evaluation plan and against the leadership capability tool*
- *receive comment from the evaluation facilitators and make appropriate alterations to the interpretive statement*
- *reconstruct the above process within a network meeting to co-construct a final network interpretive statements doc*

The two lead evaluator facilitators, Karen and Robyn, observed confused understandings among practitioner evaluators about the nature of Probe 2 evaluative statements. Karen and Robyn did not observe an increase in quality of the written statements after providing feedback to the practitioner evaluators. This finding was in contrast to improved quality in the evaluative statements associated with Probe One. However, anecdotal feedback from leaders, practitioner evaluators and facilitators indicate rich conversations are occurring at network sessions. There appears to be a mismatch between oral and written interpretations.

5.6. Next steps in implementing the evaluative probes

Helen Timperley and Lorna Earl have completed their design work for the evaluative probes and have withdrawn from the strategy.

It is now a matter of the lead facilitators, Karen Mose, Robyn Chester, Raewyn Williams and Mary Wootton, working with the broader facilitation and LDA teams and, most importantly, with the practitioner evaluators to implement the probes throughout 2014. Facilitator training has been conducted to ensure facilitators are ready to support practitioner evaluators and network leaders in the process. Facilitators will explicitly address the purpose of each probe and will support practitioner evaluators to use the Probes in a timely way. Further facilitator training during the year will deepen facilitator confidence to support networks’ implementation of Probes 3 and 4. Facilitators will play a pivotal role in providing feedback on the interpretive statements and support for the challenging conversations at network leader meetings in relation to the probes.

A few networks are not interested in implementing some or all of the probes as they have been designed. There is a mix of reason for the decisions to opt out. Some feel the process involves generic questions that are not in sync with context-specific questions they want to explore in relation to their change priorities. There is also an issue that the probes imply pre-determined outcomes, which is at odds with the intent of the strategy to create innovative learning environments. In keeping with that stance, some believe that the probes do not empower a network’s vision for change, rather allegiance to an

external vision that negates creativity. One network was concerned that the process does not adequately address their unique context.

Those reasons have been received as legitimate concerns of network participants seeking to evaluate success in the most appropriate way for their contexts. To force them into conducting the probes as designed would negate the overarching implementation logic of many roads to Rome.

In this situation, the facilitation and LDA teams are charged with the task of supporting some alternative evaluation approaches that do suit different contexts. An important part of that challenge is that the alternative evaluative approaches have rigor and discipline attached to them, albeit allowing creativity to invent interesting new ways of evaluating the impact of learning environments on academic achievement.

The joint teams have agreed on three versions of support to implement the probes and support alternative evaluative approaches.

1. Support for implementation of the evaluative probes as designed. There is a belief most networks will agree to implement the probes with integrity.
2. Some networks are likely to start with the probes as designed but will want to make small adaptations to suit their context. Adaptations of this nature will be negotiated as the need arises.
3. The facilitator, the LCN programme director and the LDA will support networks that express a wish to develop an alternative evaluative approach. A rule-of-thumb for this third option is not to invent an alternative evaluative probe approach. Rather, the aim will be to intensify support for evaluation in relation to measuring the impact of change priorities on academic achievement trends with particular interest in supporting students and families to be active in this process. The idea is to intensify the time taken with students and families to measure and analyse success. An important part of this support within the networks is that it is done with students and families and not for them. An example of this intensification is to;
 - set students up to produce a series of one-minute U-Tube videos (maybe one per term) that outline their priority learning and change goals, what they did to achieve the goals, the impact on their academic achievement and next steps,
 - support the students and their families to create criteria to analyse the extent to which the students are better able to articulate their learning goals and critically reflect on the way they go about addressing their learning and change priorities.
 - form groups of students across the schools to reflect on progress in articulating their goal and critically analysing their learning and change practice improvement,
 - support the groups of students to produce a 5-6 minute U-Tube video that captures their evaluative experiences in relation to their learning and change priorities
 - stage a “Learning Environments Film Festival” to enable the students to share their video clips with their families, teachers, school and community leaders, the UniServices-University of Auckland team the Ministry.

To conclude on the probes, there has been considerable investment in the design of the evaluative probes and now it is time to implement them. Consistent with network theory (Barabasi, 2006), some networks will be attracted to established ways of conducting evaluation while others are likely to explore alternatives. Facilitation and LDA challenge and support that is open to variation in evaluation processes but insistent on rigour will ensure that all networks contribute to higher overall evaluative capability.

6. INDICATIONS OF SUCCESS

6.1. Background

The Ministry of Education has four benefit outcomes for the LCN strategy. The first and most important is to raise student achievement and comment against that outcome is outlined in Section 2. This section provides commentary on the other three benefit outcomes; growing leadership capability, data capability and lateral learning among the various participants.

Two data collection points were used to comment on the benefit outcomes.

- Twenty Five Learning and Change networks responded to the following question: How has this initiative impacted on your thinking and practices when working with students, families, whānau, community and teachers? Networks were also invited to add further comments.
- The provider facilitation team wrote statements reporting on networks' practice against the three benefit outcomes.

The analysis reported in this section of the milestone report represents the combined views of networks including facilitators.

Nine of the 27 networks responded to the questions collectively, the remainder offered individual comments on behalf of the network. In one instance, five separate statements were received from one network. A small number of personal emails were also received. The statements were analysed by listing points made by networks under three headings: Leadership capability, data capability and lateral learning. Each point was represented on one of the three lists, a new item being introduced only if the point had not already been recorded. Clearly, the variation in numbers of responses from networks and individuals did not allow for quantitative analysis of the strength of any particular response. Therefore, few analyses have been quantified. In the few places where numbers of responses have been mentioned, they are offered only as a rough guide to the representativeness of the statement.

The questions to which the networks responded were open in meaning so that it cannot be assumed that because a network did not mention any particular practice that this was not occurring or valued.

Summary of Contributors to Network and Facilitator Statements.

Responders	Frequencies
Networks responding	Total of 25
Collective network response	9
Coordinator/Leader	6
Network Leader	20
Teacher Enthusiast	1
Practitioner Evaluator	4
Facilitator	36

The responding networks indicated that there had been marked growth in leadership capability within and across schools and that participants had gained

insights into students' learning that may not have been evident using less in-depth methods of exploring learning environments. Many networks viewed that participation in the Learning and Change process had strengthened their data driven inquiry and had led to further capability in self-review. Lateral learning trends were developing among most groups of participants responding to the survey.

6.2. Leadership

Growth of leadership capability is arranged into three subsections; (i) transferring learning and change processes to wider groups within the network, (ii) greater distribution of leadership as the network matures, and (iii) commitment to creating opportunities for network participants to grow more innovative and effective learning environments.

Transfer of the learning and change process

Most network leaders and facilitators indicated that leadership capability had improved across the network as a result of working as a LCN. Several signalled that within their networks that distributed, organisational and/or instructional leadership had been enhanced. Most notable were systems level changes, particularly with regard to transfer and alignment of Learning and Change processes at the school level. Eight networks explicitly mentioned this transfer. This change included application of the process in other initiatives in schools, extending current projects to incorporate a wider range of subject areas in networks' achievement challenges and engaging more school staff in Learning and Change activity.

Schools were also planning to ensure that sufficient time would be allocated when addressing issues arising in schools to understand the circumstances surrounding learning. Several networks plan to align the Learning and Change strategy with their school systems and school charters and some networks have instituted feedback loops between the network, schools and Boards of Trustees. Comments included, "*We plan to use the LCN Frame as a full system shift that has an impact on our students*" and "*Personally I'm at the stage of trying to work out how to line up everything in the (school) annual plan embedding LCN*". See other examples of comments about systems level change in the table *Transfer of the Learning and Change Process*.

Several networks mentioned increasing numbers of personnel associated with the leadership team and some said they had invited new schools to join. One network included an early childhood centre in the network. Several others have included Board of Trustee Members, community members and support personnel including RTLBs and teachers with digital technology knowledge and skill. A team of BLENNZ network leaders has this year explored students' learning environments in relation to Braille literacy and members of this team will next year join with other members of the organisation to pursue another topic using the LCN framework to promote contextual relevance. BLENNZ is deliberately and systematically transferring systems change methodology through the organisation.

Several networks said they had appreciated engaging with a methodology that had allowed them to adapt procedures to best suit their context. Two examples of this adaptation were seen in the Auckland Intermediate Schools and Ako Hiko. Auckland Intermediate Schools have split their network of 10 schools into two clusters of five, thus extending leadership opportunities within their network. Ako Hiko, have a Design Team of Principals to strategically resource an innovative learning environment modelled on the network of the Manaiakalani cluster while, at the same time, involving 12 teachers and classes across the network to follow and implement the methodology.

Transfer of the learning and change process	<ul style="list-style-type: none"> • <i>We now see Learning and Change as the umbrella under which other programmes fit such as PB4L, ALIMs, ALL, Reading Together and any other focused MOE contracts</i> • <i>It has given us specific strategic goals for our charter and focus areas for our budget that were previously not considered eg budget for parent / whanau engagement</i> • <i>The BOT has used some of this information when setting its 2014 strategic & annual plans</i> • <i>We worked with a small number of people this year and applied the mapping activity to our learners/parents/leaders who were involved in the Accelerated Literacy Learning project. This gave us much more information than we would have had previously and we feel it improved our learning relationships</i>
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Distributed leadership

Twenty networks described broadened distribution of leadership within the participant group. The networks included comments about increased role differentiation, instances of leaders mentoring newer or less involved leaders and leaders initiating meetings between meetings and setting agendas. Many network leaders were initiating the agenda for meetings in collaboration with facilitator and LDA.

Networks were demonstrating autonomy and ownership by differentiating roles within the network and assigning tasks to participants according to strengths and interests, some of who had unexpectedly emerged as leaders during the strategy. In at least one network, the roles within the network had been changed throughout the process. Strong within-group leadership to address tensions, issues and offer support was evident with some networks.

New leaders were emerging within the network from groups other than principals. Naenae, Auckland Intermediate Schools and Mahurangi networks noted the surfacing of leaders from the participating students, teachers and families. Increased capability of the teacher enthusiasts was demonstrated through modelling and leading network meetings and while planning and coordinating cross-school interactions. A noticeable development has been the increased growth in the capability and role of the practitioner evaluator in

networks. Many practitioner evaluators were taking a greater role in network meetings and the evidence they brought to the table had generated challenging conversations as they clarified understandings. For example, the Northern Special Schools network has a coordinator, ten principal leaders and four practitioner evaluators. As time has progressed, the practitioner evaluators have increasingly taken a lead role.

<p>Growing Leadership Capability</p> <p>New leaders emerging from practitioner evaluator and other participant groups</p>	<ul style="list-style-type: none"> • Distributed leadership to members of staff other than original 'network' members. Now includes staff members who will be influential in bringing about change in digital learning • The wider network is coordinated by three leaders. Across the network, other network leaders have demonstrated their skill in taking a lead role in specific aspects of the strategy, for example, practitioner evaluators. • One school enthusiast demonstrated initiative by modelling their school's plan and process to support other leaders who were feeling confused. • Enthusiasts have developed their leadership capability, not only to organise and lead the cross school work but to plan a network session with facilitator and subsequently lead the session themselves. They drew out the change priorities at a session where OECD visitors were present who commented on the depth of leadership capability. • Leadership in these two clusters is shared and each has a practitioner evaluator who is able to maintain a view of the cluster activity. • As professional leaders work with whanau and students leaders are emerging from within these participant groups. • Emerging leaders voices - change of leadership roles at the end of last year. • Students have been active participants in the network activity and have taken part the design of various learning activities, including participation in network meetings.
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Commitment to the learning and change process

Many network leaders and facilitators have noticed a marked change in the network's awareness of the types and magnitude of changes required to provide innovative learning environments. Such changes include developing teacher pedagogy and environments that align with innovative 21st century learning and creating network plans that support the growth of student agency. Many of the networks acknowledged the implications of developing new strategies for teaching and learning relationships. Eight networks explicitly commented on their increased awareness of the shared responsibility for learning. Five networks reported planning teacher only days to support in-depth discussion about contemporary learning and teacher with staff members and other stakeholders.

Some networks commented on the value of the LCN process to test their current theories about students' learning environments. Several shared their excitement in being part of a Learning and Change network and appreciated the momentum it had given them. Several networks commented on the value of taking time to develop a deep understanding of the learning environment and to prevent making reactive and unproductive responses. There were also some networks that expressed frustration by the open-framed nature of the initiative and the amount of time required. One network leader thought that to work across a network was too onerous and said that they struggled to 'get their head around' the open-framed initiative. Another commented that they preferred to prioritise their school needs above network needs.

Commitment to the learning and change process	<ul style="list-style-type: none"> • <i>It has allowed us to be innovative and creative in our approach and thinking and the connectedness and openness of discussions/dialogue is empowering when we meet as a cluster and sub-cluster.</i> • <i>We are testing long held assumptions about student achievement in writing and what we can do differently. Its an exciting opportunity</i> • <i>Like the idea of networking but on things that are 'on the top' at our own schools</i> • <i>Too much going around in circles.</i> • <i>We have spent a great deal of time on the 'learn what to change' and finally have been able to move to 'planning the change' at our last session. The last session was very worthwhile and we were able to think about how our work will look next year.</i>
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6.3. Collaboration/Interdependence and lateral learning

Collaboration and interdependence were repeated themes in both network leader and facilitator responses. Most responses indicated enhanced relationships and the building of mutual understandings among network participants. Conversations within network leader sessions and across participant groups were reported to involve analytical change talk. Self-determination was seen as a key aspect of collaboration within the networks. The responses from 27 networks indicated that the qualitative investigation of the learning environments had resulted in an increased awareness of the learning and joy all participants gained from opportunities to have in-depth interaction with one another. As one network commented, *"The power of children learning from children to aide understanding has been highlighted through this process."* Networks that have fully embraced the Learning and Change process have reported that they are experiencing enthusiasm and momentum as they co-construct change priorities.

The networks appeared to be at varying stages in terms of encouraging and supporting lateral learning for students and other participants. At one end of the continuum, lateral learning had become an integral part of the networks' learning environments. These networks showed signs of wider community

involvement, some digital capability and had instituted cross-network activities. Five networks indicated this level of lateral learning activity. Nine networks reported enhanced awareness of the value of lateral learning and indicated in comments and in plans their intention to extend the opportunities for learning interactions. Planned activities included cross-school visits, within-school collaborations and on-line connection. At the other end of the continuum there were networks that had yet to make decisions about the value of lateral interaction for learning and its place in their school systems. Some of these networks had recently joined the Learning and Change Strategy although other contextual factors appear to have influenced some more established groups.

Collaboration	<ul style="list-style-type: none"> • When I reflect on previous interventions it was 'done to' students with minimal lines of communication between leader – teacher- student – home. The sharing of this information with other schools in our community has changed our focus from 'our kids' to 'our communities kids'. Parents are now far more comfortable engaging in conversation about their kids learning, it has developed a stronger rapport with parents – school – child, It is having other positive spin – offs around how the parents want to participate in school programmes, there is greater collegial support amongst local schools than previously. It has also made me more aware of the need to be making those connections with our whanau as well. A number of family members did not have the best time when they were at school and it is up to us to ensure that their children do not have the same experience. • The network has valued the opportunities to learn laterally from other networks at regional networking days. The network leader has set up a website for storage and communication (a first for her). Within school activity has occurred with the leaders-students not as yet with teachers and families. A cross network teacher day has been set for Feb 2014. Google docs were used to develop the network plan collaboratively. • As a group of principals this network was well disposed towards an understanding of lateral learning in a digital environment. The challenge is to translate this understanding into the students learning environment. The network is google group based and makes use of docs.
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Relationships and mutual understandings

The presence of a common entity that bound networks together, such as a shared purpose, common achievement challenge or close geographic location, was viewed as an essential ingredient for success by several networks. Networks recorded their appreciation of a process were they could collaborate to solve problems. High levels of trust were seen to support the LCN process and once trust had been gained, strong working relationships had formed among schools as networks embraced the LCN process. Some networks made reference to their positive relationships with the University of Auckland and the MoE, although two

people commented that they had received conflicting messages from these groups.

Cultural responsiveness

The understandings emerging from the dialogue among students, teachers, leaders and families highlighted the need to listen to stakeholder voices. Connecting schools, students, parents and community emerged as a key theme in networks' understandings with several networks reporting that relationships between schools and family/whānau of priority learners had been strengthened through the process. There was evidence in plans that opportunities to further these links would be created as family/whānau engagement had emerged as the most frequently identified network change priority.

The comments from four networks indicate that furthering effective collaboration between schools and family/whānau will require increased cultural responsiveness. One network of schools recognised that whānau engagement with students' learning was more than simply being present at school and that the nature of the school-family/whānau relationship must be created and understood through the interaction of these groups.

Analytical, critical and change conversations

Fifteen respondents described the types of conversations being held at network meetings. Sharing conversations were seen to have evolved to analytical and change talk. There were indicators of critical conversations arising mainly due to the extended role and developing confidence of the practitioner evaluators.

Self-determination

Nine responses implied a desire for and an appreciation of the self-determining nature of this initiative, particularly in relation to identifying the shared achievement challenge and exploring learning environments to find key change priorities. There were instances of leaders meeting in between meetings, organising cross-school sessions independently of the facilitator. Several comments indicated that networks were being proactive in adapting ways of collaborating, adjusting their structure to accommodate large groups or surmounting barriers presented by geographical factors. In one instance, for example, solutions lay in the use of digital forums for interacting. In this particular group, the principals have brought to the network a background of expertise and knowledge in the areas of lateral learning and digital technology. The Learning and Change network is providing an environment in which this knowledge can be transferred to enhance learning environments for their students.

Enhanced relationships and shared understanding	<ul style="list-style-type: none"> • <i>Collaborative problem solving: Other people around the table working together on a common focus-and sharing our practices has added to our thinking around our common interest. Thinking= Action creates change.</i> • <i>The biggest issue we had to deal with was to break down the barriers that exist between schools to ensure we build the ""trust"" amongst the schools. Although we have some way to go yet, I feel that we are moving towards a common goal to</i>
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	<p><i>improve student outcomes for all learners in the area. The cluster will start to take momentum as their confidence starts to grow as a group.</i></p>
Cultural responsiveness	<ul style="list-style-type: none"> • <i>It has highlighted that all school communities need to value iwi more - capacity, development. Whānau engagement isn't just about parents coming into the school. More heads are better than one. We want to highlight that we are a collaborative, culturally sensitive rōpū who value indigeneity within our unique, tranquil settings .</i> • <i>The combined Te Puke Town Schools working together has been very powerful. A collective vision for all Te Puke children is evolving which is involving all schools; staff, Board of Trustees, parents and children. The planning is an integral part however how each school implements the various identified interventions will be different, which will be interesting to see unfold and reflect on .It has sparked a desire to work collaboratively with our other schools to connect and engage with our families - realising that we have the same school community. This will be much more powerful and united than separately.</i> • <i>The network leaders recognise that they can learn from one another by collaborating to a greater degree and also by ensuring that Pasifika community voices are heard and respected in network meetings. They made a joint decision not to begin data collection with families until they had first heard from their Pasifika community regarding how they would like to engage with their school/s re mapping the current situation. There is a genuine commitment expressed to promote stronger practice in linguistically and culturally responsive teaching and learning, and in not making assumptions about their Pasifika community.</i>
Analytical, critical and change conversations	<ul style="list-style-type: none"> • <i>Analytical/ critical change talk: This has brought the local schools closer together in discussions on the important things - student learning and improved achievement.</i> • <i>The group leaders have taken a deeply analytical approach to understanding the impact of various systems from broad school and agency systems to immediate classroom practices.</i> • <i>Collaborative and inclusive in practice and this is reflected in discussions which take place - active listening, questioning, challenging talk, seeking to clarify, and understand one another in order to learn together</i> • <i>Ensured/ ensuring that we are far more conscious of gaining authentic student/whanau voice, rather than assuming we have heard it correctly</i>
Self determination	<ul style="list-style-type: none"> • <i>Network is self-directed but values interdependence and relationship with Auckland University and MoE</i>

Digital learning environments

Students in many schools were using digital technology to support learning to varying degrees. In general, the networks indicated variation in terms of capability and activity in the use of Internet technology. Accessibility of the Internet also appeared to vary. In some networks, teachers and principals had high levels of technology knowledge and skills. In others, the leaders had expressed their intention to further develop capability in this area. Networks were providing a forum for promoting lateral learning and digital technology through discussions among participants who brought complementary knowledge to the network. For example, knowledge of digital technology could be shared across networks where particular schools in the group had demonstrated effective on-line learning. Some of the activity of the network provided opportunities for increasing capability with in digital communication. For example, leaders had used Google Docs to share and construct ideas and to view pages of other schools' on the Internet, such as Manaiakalani, as part of their network activity.

Digital learning environments	<ul style="list-style-type: none">• Digital Systems for monitoring collating data and interacting with parents and students will be embedded from day one.• The network is beginning to develop the use of Google docs to help with collaboration. They already have a wiki, which is utilised mainly by the leadership team.• Set up a site on the VLN very early. High IT levels across the schools and willingness to develop this. Emerging networking within the schools between students, teachers, leaders and families (varies within the 4 schools)• Goggle docs to communicate within and across schools. Will start 2014with 1-1 devices for senior students in all schools. Developed a trust to work on behalf of all schools. Staff meetings across all schools. Whānau and student meetings within schools. Huge lateral learning from Manaiakalani last 6 months of 2013.• Some LCN data collected using online tools such as Twitter. Network plan being developed collaboratively via Google docs and in response to mapping exercises with Pasifika children, families, teachers - mostly face to face but some delivered digitally. Foci on literacy - reading and writing while also recognising need for oracy development. Most networking appears to be face to face or via email amongst network leaders or PEs.• Network leader collaborated with LCN to set up digital feedback session at meeting and post on collaborative site. Digital use not so evident at network meetings.• Digital connections with students and families vary across the schools.• Network have set up a space in Google plus• Digital tools have been used to collect and collate evidence from the mapping phase and to begin to construct the network plan.• Network has a wiki and this is the central communication
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	<p>hub. Range of IT skills within the network but all keen to develop and use in ways that engage with students and whānau. Variation within the schools with some schools showing evidence of emerging networking between students, teachers and whānau with a focus on priority learners achievement.</p>
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6.4. Strengthening data driven inquiry

LCN facilitation methodology explicitly promotes the essential role of data to drive the inquiry process, which appears to have been recognised by networks. Twenty of the networks explicitly noted this point. For example, one network said, *“Data has driven every aspect ... of initial planning”*. The data used to inform the Learning and Change networks’ decision-making has been both quantitative and qualitative in nature (18 comments were received about the use of mixed method data), quantitative measures having included National Standards data as well as a range of other instruments. The requirement for various measures has prompted networks to identify less familiar quantitative measures. The mix of qualitative and quantitative data has helped provide clarity, focus and purpose to the work of the networks and has supported network participants to identify common achievement challenges. Some network leaders have also reported that the LCN methodology has not only strengthened their knowledge of assessment and evaluation but has helped to embed a process for self-review.

Ten networks stated that the iterative nature of the processes and the multi-layered approach developed and enhanced their understanding (10). The process of analysis has helped networks identify common trends and patterns to inform their plans for change. Some networks report using ICT tools and processes to help them analyse data. One said, *“The network leaders are very data savvy, and are also well versed in using IT to help them collaborate, and collect information.”* The precision of the process of understanding has also helped network leaders align practices within their school. The qualitative data collected and analysed through the LCN process has informed other practices in schools and has provided useful tools to track and monitor change.

Use and impact of data collection and analysis

Some networks have reported unforeseen outcomes with networks discovering patterns that they considered they might not have otherwise noticed (See table of comments below). The use of in-depth qualitative data has underscored the importance of including, in the development of understandings, the perspectives from all the stakeholders. Networks reported that they particularly valued family contributions to inform PLD decisions. Network leaders have used data to identify those students who need help to learn by exploring the students’ learning environments in further depth than in previous assessments. Some networks said they had initially taken small samples of student data with the intention “of scaling up” during the implementation of their plan.

Networks that had been involved in the initiative for some time reported that they were already beginning see an impact on learning and beliefs about learning. Some schools, most notably secondary schools, had been hesitant about

focusing on the LCN process of achievement, preferring to consider and measure priorities for change (influences on learning) rather than recognising academic achievement as the goal for the networks' ultimate change.

Use and impact of data collection and analysis	<ul style="list-style-type: none"> • <i>Working through the data to formulate the action plan did cause some epiphanies for me---looking at own data alongside data from other schools and national data contributed to some noticing there. I have noticed from the data the differences between learning interactions in junior and senior classes. Not sure I would have discovered this otherwise.</i> • <i>When we gathered data from our priority learners across the schools we were surprised that our children have a strong desire to learn.</i> • <i>"Huge impact!"</i> • <i>Mapping with students has dramatically altered writing programme - increased student voice, collaboration. Students now highly motivated writers, producing a lot more writing and making excellent progress.</i> • <i>Intrigued by process - already pleasing improvement. other PLD has made no difference... this process will tell us what we need to do... having a vision of the end point... and it's empowering us to find out ourselves. We still have kids who we cant shift. It's confirmed our hunches and this is encouraging.</i> • <i>The initiative had made myself, staff and Board aware of the importance of interpreting and analysing data that is imperative to the achievement of the students.</i> • <i>Network identified student achievement challenge through deep analysis and recognise a need to incorporate in future plan consistency in use and moderation of standardised tools.</i> • <i>Quantitative relationship that support lateral learning: Secondary school- stronger working relationships within a school e.g. Y7/8 and 9-13 teachers, science and other departments- around the common interest of Pasifika student achievement has made the group a stronger group stronger group</i> • <i>Data collected and gathered has been through sample students - so not high numbers of students, teachers, whanau. All schools are very keen and exploring how to centralise LCN into Reporting and inquiry within day to day schooling</i> • <i>Data driven inquiry and decisions follow, within schools and across the network of schools</i> • <i>The network is considering ways of assessing change across a group where students have diverse specific goals and where NS are unlikely to discern change. They are considering models from their own schools and also those from other countries</i> • <i>The project has challenged schools thinking on student voice (now we think advocacy and the contribution of the parents/family and and whanau.</i> • <i>The initiative had made myself, staff and Board aware of the importance of interpreting and analysing data that is imperative to the achievement of the student.</i> • <i>The LCN has given the school, its Leadership Team and the BOT lots of information through the various self-review processes</i>
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	<ul style="list-style-type: none"> • <i>Qualitative tools have been useful to have a means by which priority learners can be formally monitored on a regular basis</i>
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Plans informed by qualitative and quantitative investigation

Several schools made explicit mention of the use of information about effective school and network practices being used to inform decisions and plans. Rich data from the qualitative and quantitative analyses of students' learning environments has been used to guide practice and strategies for network interventions. Data from Probes one and two have generally been welcomed and actively used to strengthen further learning and actions within network plans.

Many networks are now considering ways of using qualitative data and tools to track and monitor change in priority areas. Ten networks mentioned the use of the Capability Tool to help inform their change priorities. Some networks considered this tool unsuitable for its intended audience and said that they were pleased it had been modified to suit a wider audience. Some networks said that they would continue to use the Capability Tool in their plan to track and monitor changes and measure progress. Similarly, some networks have found the cloud diagram designed by Helen Timperley and Lorna Earl in the evaluation plan a useful starting point to consider indicators for success in their plans.

Plans informed by qualitative and quantitative investigation	<ul style="list-style-type: none"> • Through students, parents and the community are more aware of their child's achievement and their next steps .It has given us a more clear vision for the path needed to take. • Have effective school and network practices to gather, moderate, and analyse quantitative data to inform decisions and plans. • Since the experience gained from the mapping tools and analysis of practice, plus meetings with all priority learners / leaders / teachers / parents we have gained a huge amount of valuable rich information around best practice strategies for intervention school-wide. Schools within the network have based their programmes on the data collected as they explored the learning environments of the students • This network has been compliant and accurate when using NS data to identify their individual school's achievement challenge. Their target cohort of student aligns with the data in their school plans and charters • .As they completed the first cycle of the strategy, some schools collected data that indicated changes in students' attitudes, beliefs and performance around writing. This data has been used to plan a subsequent cycle.
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6.5. Summary

The comments received indicated that leadership capability had been strengthened through engagement in the LCN process. This strengthening was evident in the emergence of new leaders, in particular practitioner evaluators and lead teachers who worked alongside established leaders and principals to develop understandings and practices and to review network activity. There was

also much evidence of leadership capability being distributed beyond the current projects to involve wider groups of children, parents, teachers and leaders in new school initiatives.

Freedom to explore. Participation in Learning and Change networks has been reported as an exciting experience and one that has provided the momentum to develop pedagogies and learning environments that are consistent with the key features of 21st Century education. Extensive autonomy in determining the direction of the inquiry and development of plans allowed networks to contextualise their processes to align with their particular types of schools, communities and geographical locations. Many networks furthered their knowledge and practice in the use of digital technology for both students and leaders, and in some networks, involving parents. Most networks reported valuing the time taken to develop in-depth understandings of students' broad learning environments. However, a few networks reported that they would have preferred a quicker process.

Increased collaboration among schools was commonly reported across networks that found the learning conversation between network participants to provide valuable learning. In particular, networks commented on their increased awareness of students' learning. They had gained increased understanding of the place of family/whānau and school collaboration to promote culturally relevant learning environments to enhance students' academic achievement. Many networks planned to further their understanding and collaboration in the coming year.

Most networks explicitly commented about the role of systematic, data-supported inquiry to guide their process. They selected a mix of quantitative and qualitative inquiry methods to identify priorities for change, and to measure progress toward the achievement challenge. The use of this data from the in-depth analysis had allowed the networks to gain insights they had not achieved through other means, with several schools noting appreciable change in students' academic work as a result of their engagement with the inquiry process.

7. MONITORING NETWORK CAPABILITY

7.1. Background

The Network Capability Tool (NCT) is a self-assessment tool designed by the Ministry and used by the LDAs to support network leaders to review their effectiveness as a network of schools at the end of each phase. The NCT supports network leaders to assess how their network is performing in relation to the Ministry's five school development areas and seven essential components of effective networking. This creates a matrix with 35 aspects; networks are asked to determine whether they believe they are currently at the 'Developing', 'Committed' or 'Sustainable' stage of their growth as a network. Brief descriptions are provided for each of these to guide networks.

Table 1.1 provides details of the five school development areas with a brief explanation for each.

Table 1.1 Five development areas and associated explanations

Capability	Explanation
Organisation	<ul style="list-style-type: none">• We have systems to identify what the change priorities are and why.• We have a blended support infrastructure for participants to engage in network activity.• Our leadership is involved in embedding learning and change for Māori, as well as Pasifika, learners from low socioeconomic backgrounds, and learners with special education needs.
Instructional	<ul style="list-style-type: none">• We co-construct knowledge about learning goals and responsibility for teaching and learning at all levels of the network that is:<ul style="list-style-type: none">• Classroom School Family Whānau Community• Parents and whānau and community contribute to the knowledge and exciting solutions in our network.• Network participants have high expectations of all learners.• Learners have a high expectation of themselves.• We are inclusive and responsive to individual needs.
Cultural & Linguistic Responsiveness and Inclusiveness	<ul style="list-style-type: none">• We promote equity and excellence for Māori. We also promote equity and excellence for Pasifika learners, learners from low socio-economic backgrounds and learners with special education needs.• We recognise the identity and culture of every child.
Parents, Family and Whānau	<ul style="list-style-type: none">• We intentionally build powerful connections with family, whānau, community and businesses.• We value the knowledge and experience that learners bring from home, whānau and community.• We create fit-for-purpose partnerships that promote equitable outcomes.
Evaluative	<ul style="list-style-type: none">• We gather and analyse reliable data to inform our network discussions.• We evaluate our network activity to determine the impact on equitable student outcomes.

Table 1.2 outlines the seven components of effective networking with a brief explanation for each.

Table 1.2 Seven implications of effective learning networks with explanations

Implication/component	Explanation
Focus on achievement of high priority groups	There is a sharp focus on an achievement challenge/opportunity in relation to Māori, Pasifika, learners from low socio-economic backgrounds, and learners with special education needs
Learning is transferred network – school – network	Clarity of roles, responsibilities and accountabilities within schools and between schools and the network makes it easy for learning to be transferred from the network to the school, and from the school to the network.
Range of contributors to innovative solutions	Learners, teachers, school leaders, parents, families, whānau, community and iwi contribute to innovative solutions which are focused on lifting achievement in relation to National Standards and Ngā Whanaketanga Rumaki Māori
Use of quality data	Reliable data on student learners, teacher practices, leader practices and family / whānau practices impacting on student learning, are collected and shared among cluster members for the purposes of learning and change.
Leadership distribution through network	Leadership is distributed throughout the network so that genuine partnerships between school personnel and parents, whānau and communities are developed.
Critical analysis of data and plans	Members make sense of situations together, ask critical and challenging questions respectfully of one another, share data and check that agreed plans are actioned, worked on and completed.
Network evaluation – focus on high priority groups	Those with relevant expertise are included to help to develop evaluative questions into the effectiveness of teachers, leaders and parents / whānau practice in promoting equitable outcomes for students. The information is used to further develop network processes and practices that are effective and change those that are not making enough difference.

Networks are asked to self review their practice three times using the NCT, towards the end of each of the Infrastructure, Understanding and Implementation phases.

It is expected that as network leaders grow their knowledge and become more effective as a network, they will move from assessing themselves as predominately ‘Developing-Committed’ to ‘Committed-Sustainable’.

In some cases the tool promotes useful discussion and reflection at the network level to inform next steps or changes in their practice, their change priorities, and network and school plans. In other cases the tool is used as a lighter-touch

way of checking that the basics are in order as other tools are given centre-stage attention.

This tool was not designed to use at the school level but a few leaders have used it in their schools. Those experiences suggest this tool has limitations for use with students and whānau/parents as the complexity of education jargon is problematic with those audiences.

7.2. Data set

The data set that informs this report is primarily from eight networks that have completed the NCT twice, once during the Infrastructure phase and then towards the end of the Understanding phase. Each time the networks self-assessed, they discussed the 35 aspects and came to a consensus on what stage they rated themselves ('Developing', 'Committed', or 'Sustainable'), for each.

All of these networks were formed during the pilot or early establishment period for Learning and Change Networks. These networks, for convenience of this section, are referred to as 'early' networks.

These early networks are geographically spread with two in the Northern education region, three from the Central North region, one from the Central South region and two from the Southern region.

By the end of 2013, 34 other networks had completed their Infrastructure assessment and should have completed the Understanding assessment by the end of May 2014. These networks are referred to as 'late' networks in this report.

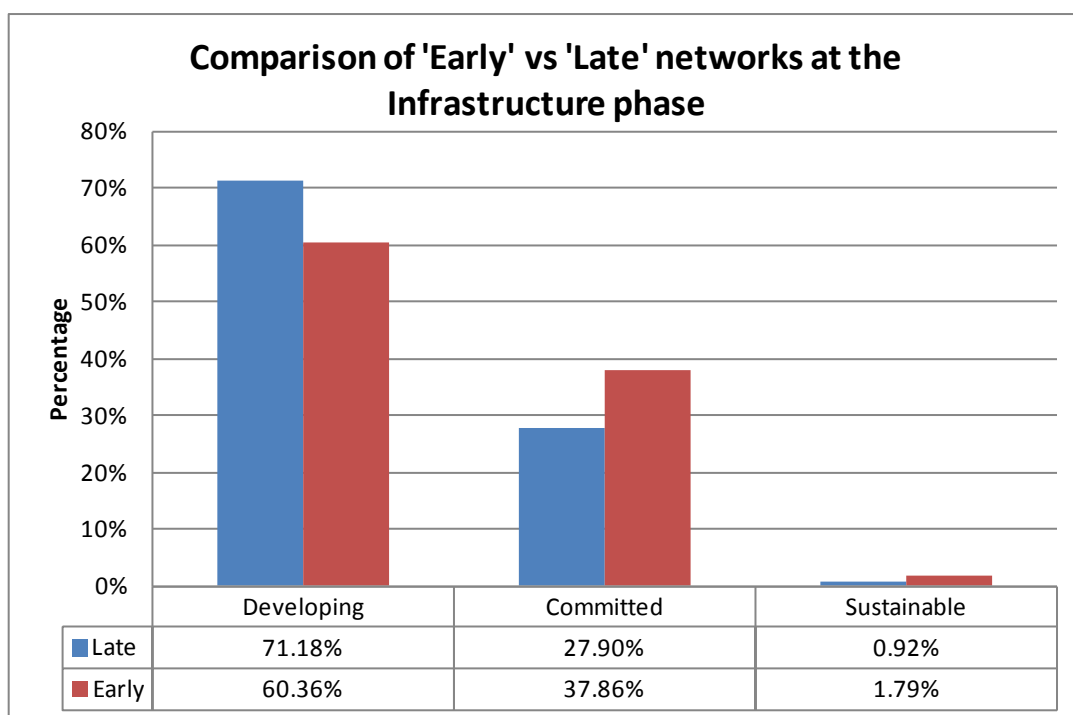
One pilot network did not undertake the Infrastructure assessment as the NCT had not been developed in time for them to use it.

7.3. Data interpretation

Statistical comparison

A comparison of the Infrastructure assessments in the 34 late networks to the eight early networks (refer to Graph 3.1) shows an overall similar pattern. However there is about a 10% difference between the two groups in their assessment. This is a statistically significant difference.

Graph 3.1 Comparison of the Infrastructure assessments of the early versus late networks



Anecdotally this difference has been reported by the Lead Development Advisors who felt the later networks had been more conservative and accurate with their assessments. This may reflect that late networks have been better informed by the LDAs, of the Learning and Change expectations of how networks could operate.

Better advice by LDAs may lead to these later networks making even greater progress as they have been more realistic as to their own capabilities in leading a network from the beginning.

At present we can report on changes that have occurred for the eight early networks from the Infrastructure to Understanding phases.

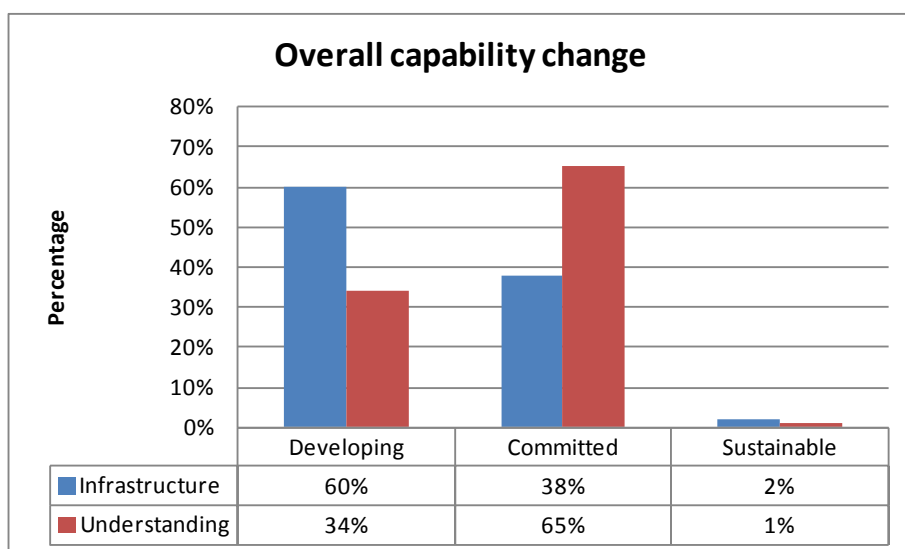
Early network analysis by Capability

There has been a marked change in the way the eight early networks have rated their capabilities for the 35 aspects from the Infrastructure phase assessment to the Understanding phase assessment. This is illustrated in Table 3.1 and Graph 3.2.

Table 3.1 Overall capability change from Infrastructure to Understanding phases

Overall Capability change			
Phase	Developing	Committed	Sustainable
Infrastructure	60%	38%	2%
Understanding	34%	65%	1%
Difference	-26%	27%	-1%

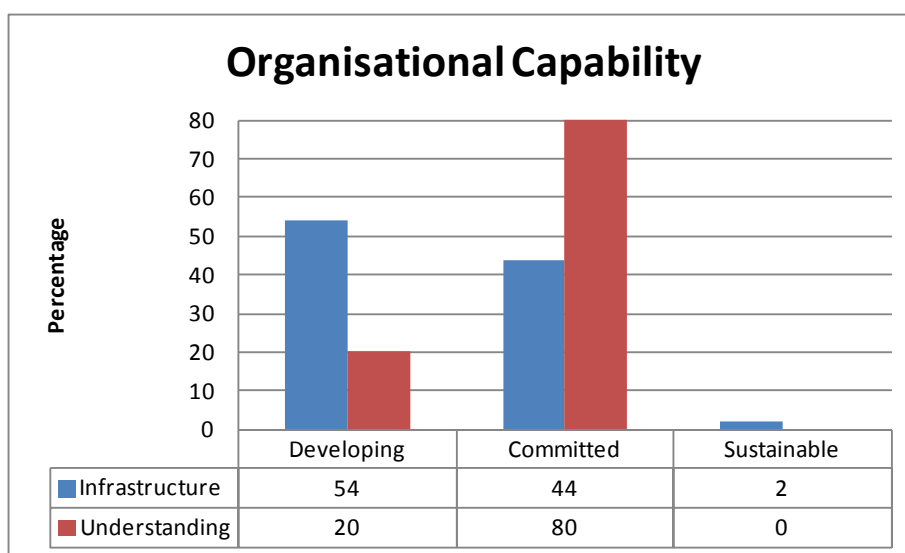
Graph 3.2 Capability Change between Infrastructure and Understanding phases



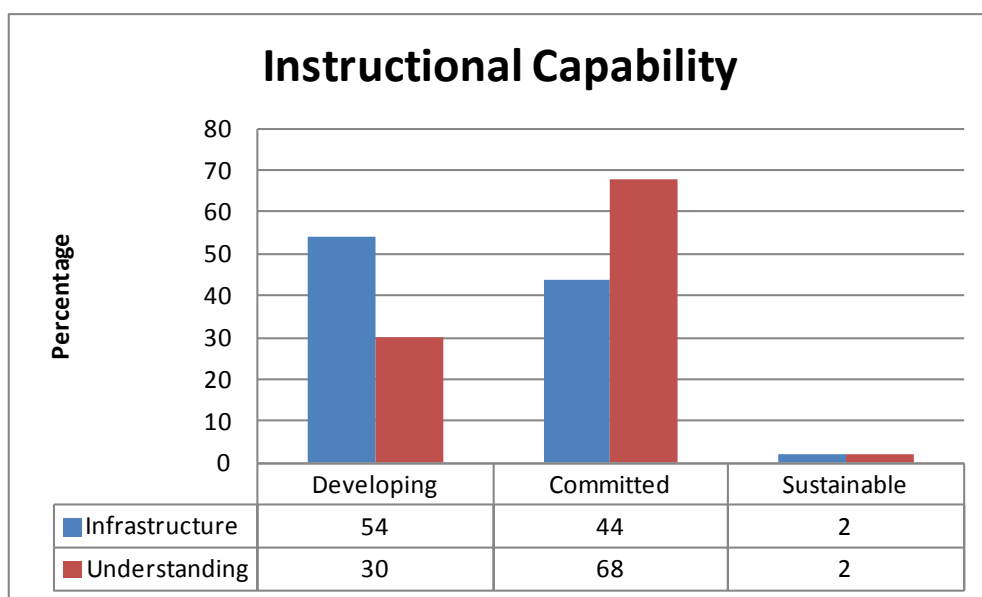
In the early networks, across the 35 aspects of the 'early' networks there has been a 26% reduction in the frequency rating for 'Developing', and a 1% reduction in the 'Sustainable' rating between the Infrastructure and Understanding phases. These networks now rate themselves as 'Committed' for 65% of the aspects, a 27% increase from the Infrastructure phase.

The following five graphs show percentage changes for leadership capability in each of the five development areas.

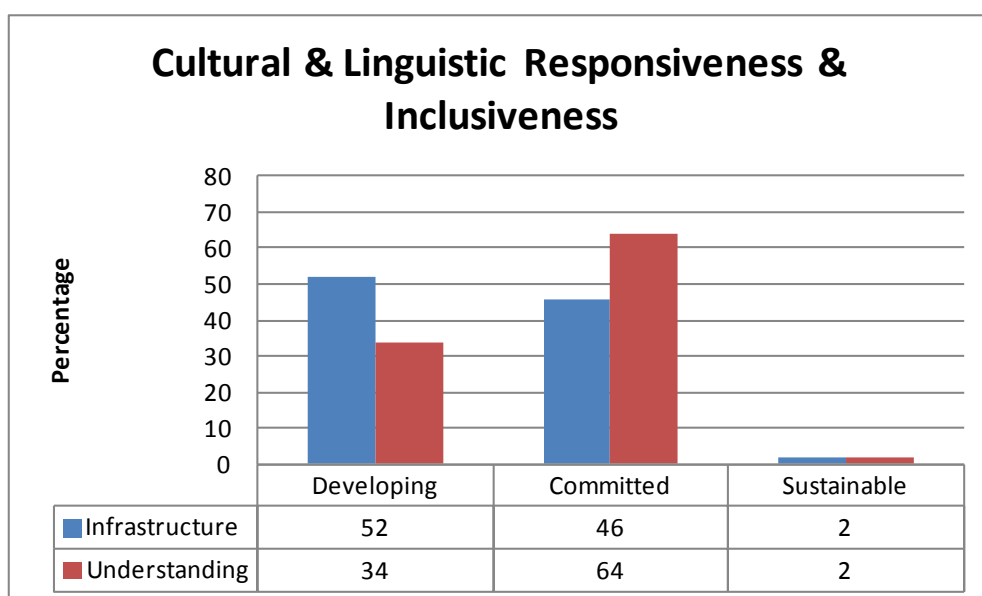
Graph 3.3 Organisational Capability changes



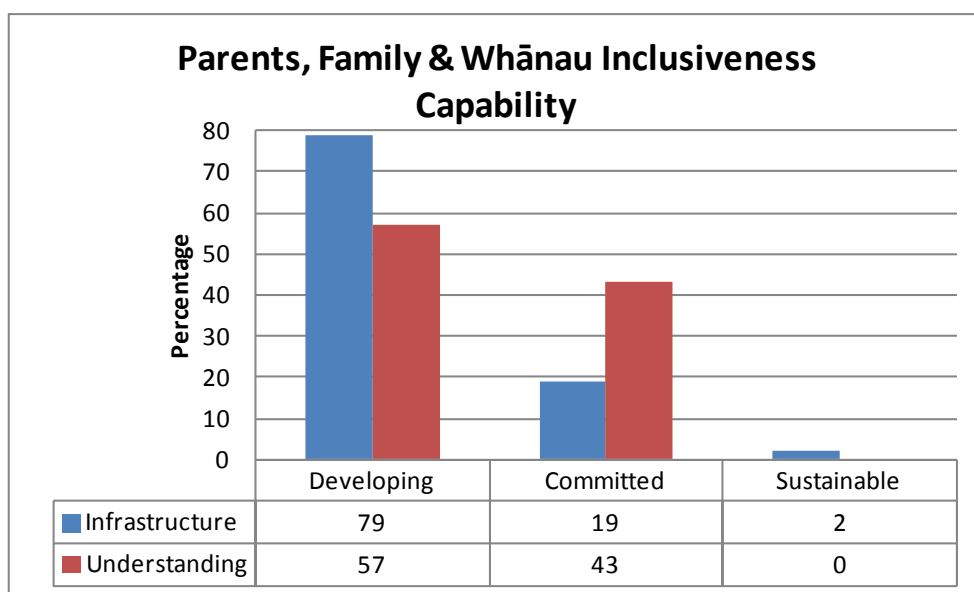
Graph 3.4 Instructional Capability changes



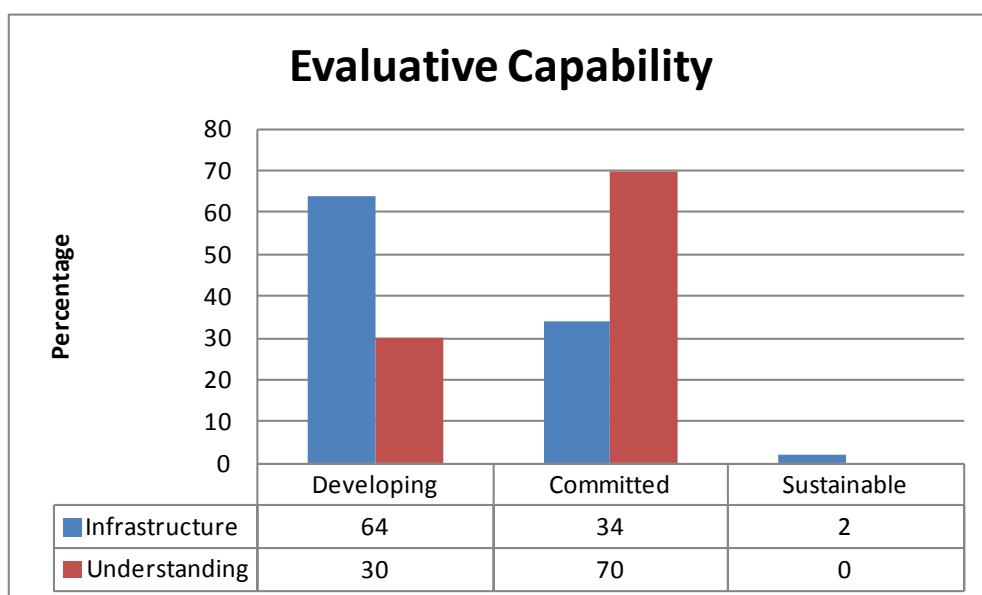
Graph 3.5 Cultural & Linguistic Responsiveness and Inclusiveness Capability changes



Graph 3.6 Parents, Family & Whānau Inclusiveness Capability changes



Graph 3.7 Evaluative Capability changes



In all five capabilities there has been a major movement from being predominately in the 'Developing' stage to being in the 'Committed' stage. Four capabilities are strongly in the 'Committed' stage; Organisational (80%), Evaluative (70%), Instructional (68%) and Cultural & Linguistic Responsiveness and Inclusiveness (64%).

Three of these four capabilities showed major changes in how the networks viewed their capability. Organisational and Evaluative both increased by 36% and Instructional by 34%.

The shifts are likely to reflect the investigative work networks have undertaken during the Understanding phase, the new qualitative and quantitative data they have gathered, the reported changes to teacher practice, and engagement of students and parents/whānau. Alongside this, networks are becoming more

reflective as their evaluative capability develops. The advent of the Practitioner Evaluators and the Evaluative Probes are a significant development here.

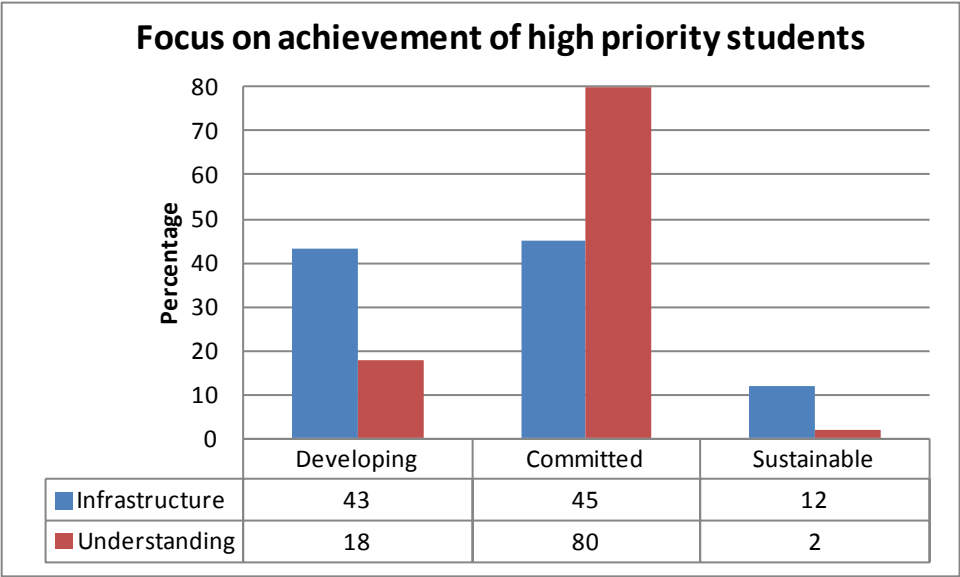
The Cultural & Linguistic Responsiveness and Inclusiveness Capability did not develop as much (+18%) as the other capabilities noted above. It is clear from discussions with networks that they are struggling with this capability; to really understand what it means and how to support its development.

The fifth Capability, Parents, Family & Whānau Inclusiveness, is the only capability that remains in the ‘Developing’ stage for the majority of the responses (57%) assessed here. Networks and schools are struggling with this capability; progress has been made but it is an area that requires significant ongoing attention as it is central to raising student achievement levels. Most networks have recognised the importance of this capability by designating it as one of their change priorities for focus in their network and school plans.

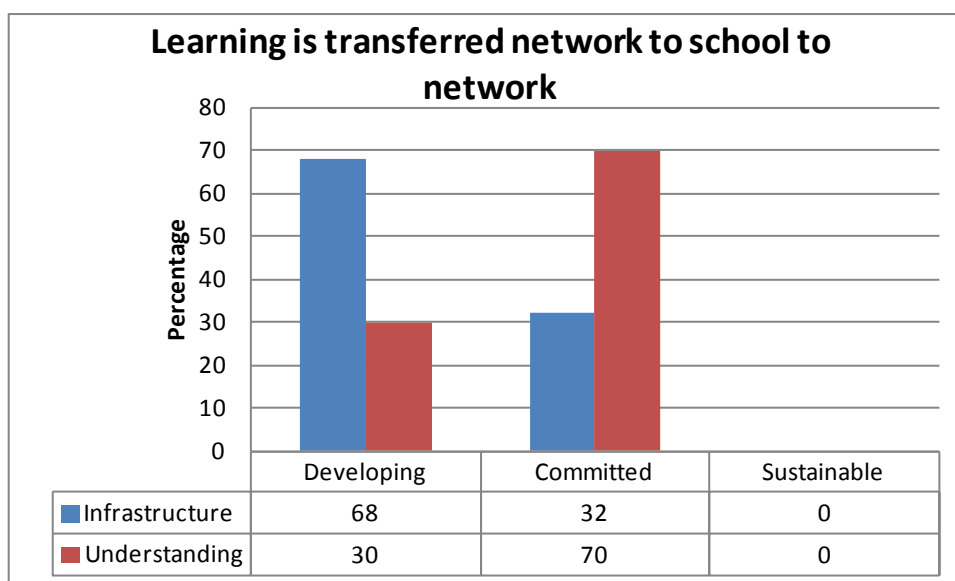
7.3. Early analysis of network effectiveness

Analysis of the networks’ views by their effectiveness as networks highlights some significant movements and areas that need a more deliberate focus.

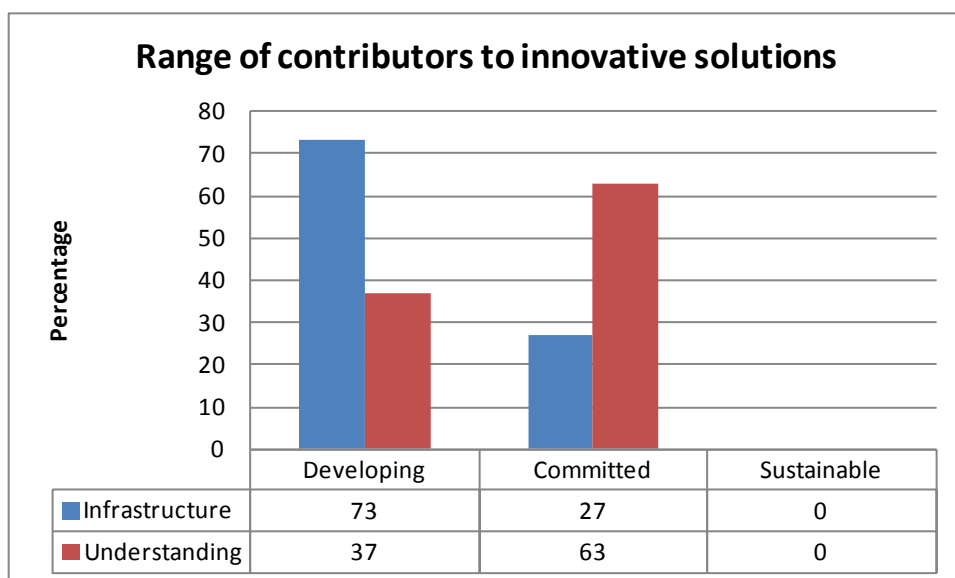
Graphs 3.8 Network focus on achievement of high priority students



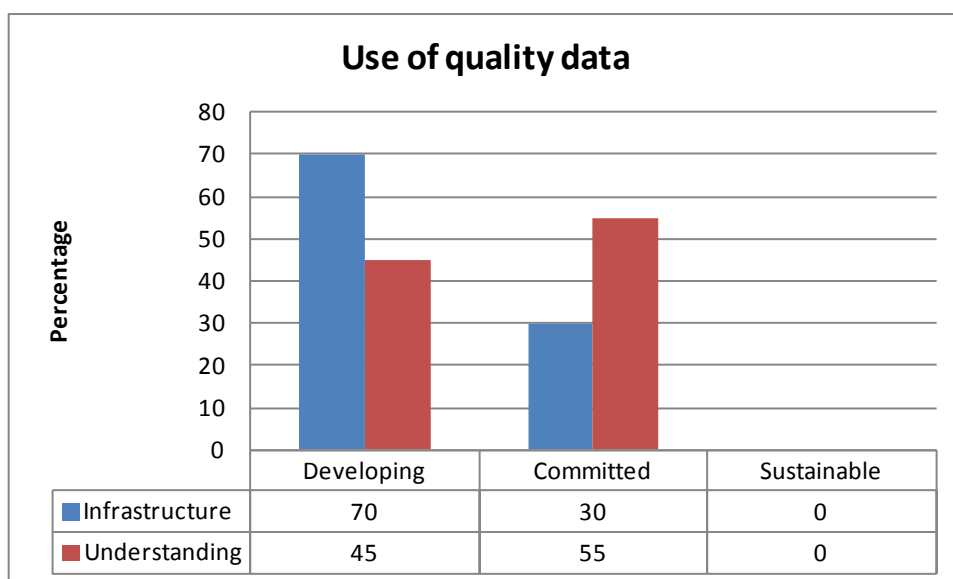
Graph 3.9 Degree to which learning is transferred network to school to network



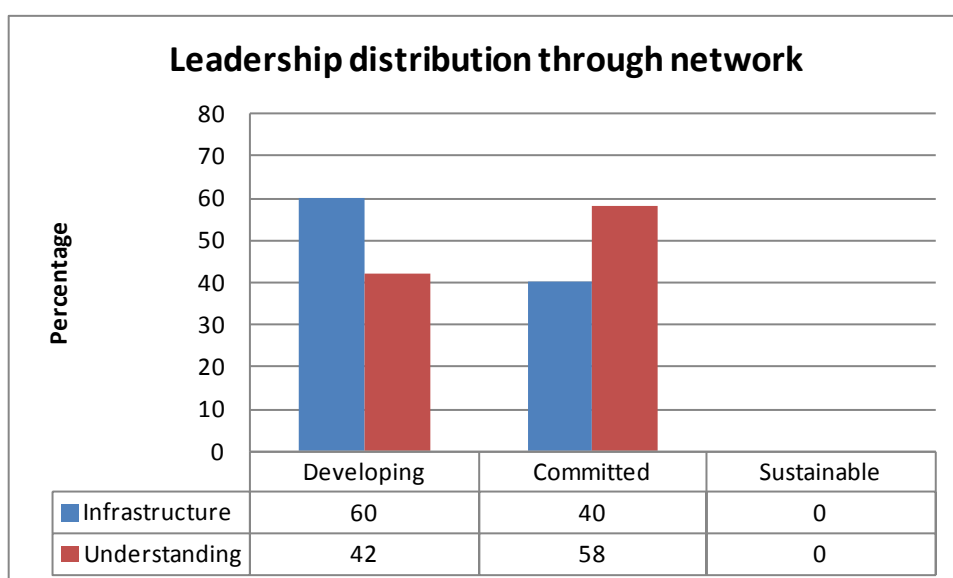
Graph 3.10 The range of contributors to innovative solutions



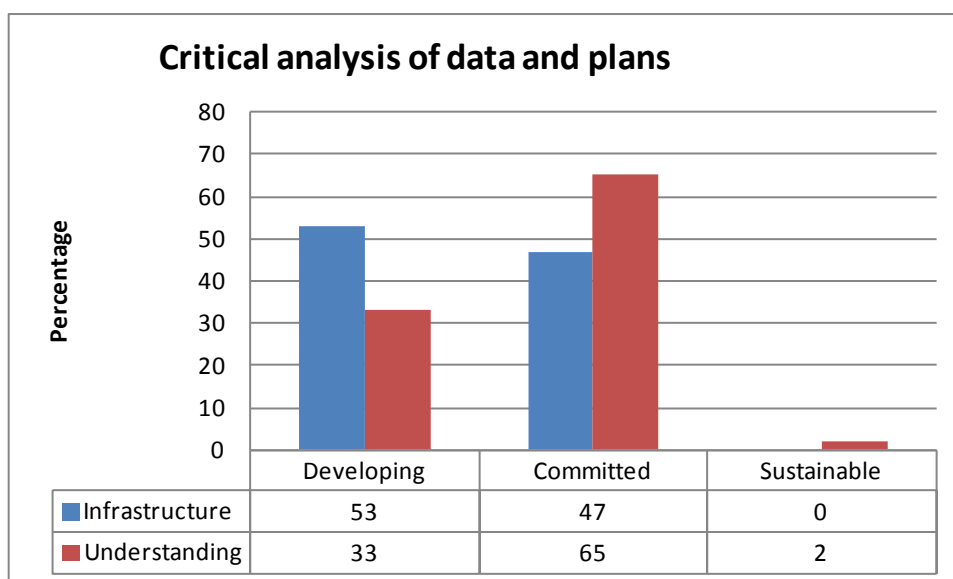
Graph 3.11 Range and use of quality data



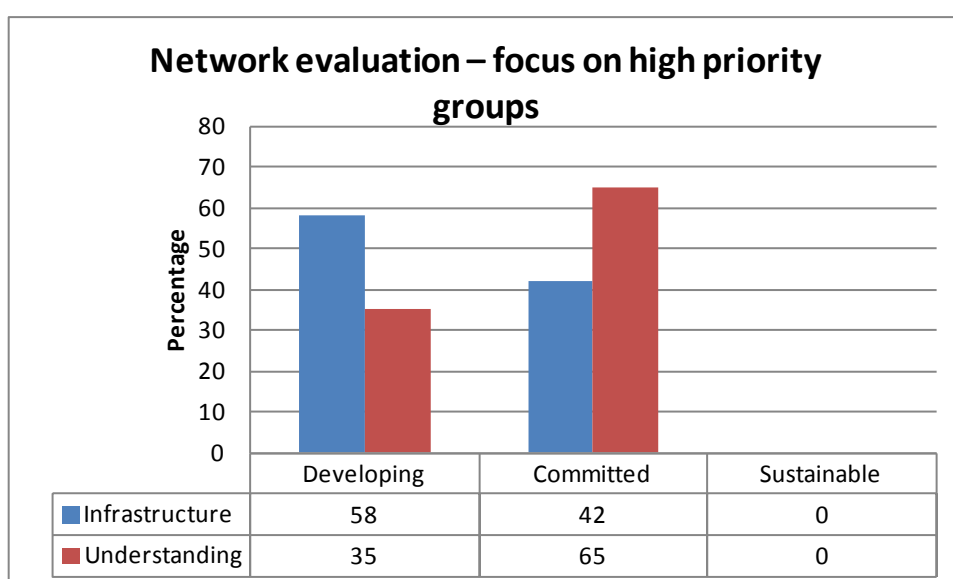
Graph 3.12 Leadership distribution through the network



Graph 3.13 Quality of critical analysis of data and implementation of plans



Graph 3.14 Network evaluation processes focus on the impact upon high priority students



These early networks consider themselves to be in the 'Committed' stage for all seven development areas of effective networks, with a range from 55% for Use of quality data through to 80% for Focus on achievement. Table 3.2 summarises this development.

Table 3.2 Analysis of the 'Committed' responses to the components of an effective learning network

Components of effective learning networks	Percentage of 'Committed' responses	Percentage change from 'Developing' to 'Committed' stage
Focus on achievement of high priority groups	80%	35%
Learning is transferred network – school –	70%	38%

network		
Range of contributors to innovative solutions	63%	36%
Use of quality data	55%	25%
Leadership distribution through network	58%	18%
Critical analysis of data and plans	65%	18%
Network evaluation – focus on high priority groups	65%	23%

Some findings from the exercise are;

- the networks clearly have significantly increased their focus on 'high priority learners'.
- they are committed to transferring learning throughout the network and are looking outside of 'normal' avenues for innovative solutions.
- however, the networks are challenged to spread leadership across their networks and really include students, parents/whānau and community in leading change.
- they also have a growing understanding of the importance of critically analysing data and the plans they have developed and to growing their evaluation capability.

A couple of networks have moved in the direction to actively including groups of students in meetings while others have developed ongoing parent/whānau consultation groups. Networks are also being encouraged to critique each other's school plans and regularly report on progress to achieve targeted outcomes.

7.4. Conclusion

The Network Capability Tool indicates a perception from network leaders that significant change has occurred in the way their networks think and operate. While they do not believe their practice is in any way sustainable yet, the beliefs underpinning their practices have clearly moved past the 'Developing' stage and indicate that they believe they are 'Committed' to ongoing development.

Highlights include the progress in three capabilities - Organisational, Evaluative and Instructional and in two significant components for effective networks –

- focus on achievement of high priority groups and
- Learning is transferred network – school – network.

That progress reflects capability growth via the investigative work (Learning Maps and Analysis of Practice) that networks have undertaken during the understanding phase, the new qualitative and quantitative data that has been gathered from these investigations, the reported changes to student, teacher and parents/whānau learning and support practices. Alongside those developments, network leaders believe they are becoming more reflective as their evaluative capability develops. The advent of the practitioner evaluators and the proposed evaluative probes are a significant influence here, yet the substantive work in this area is yet to unfold in 2014.

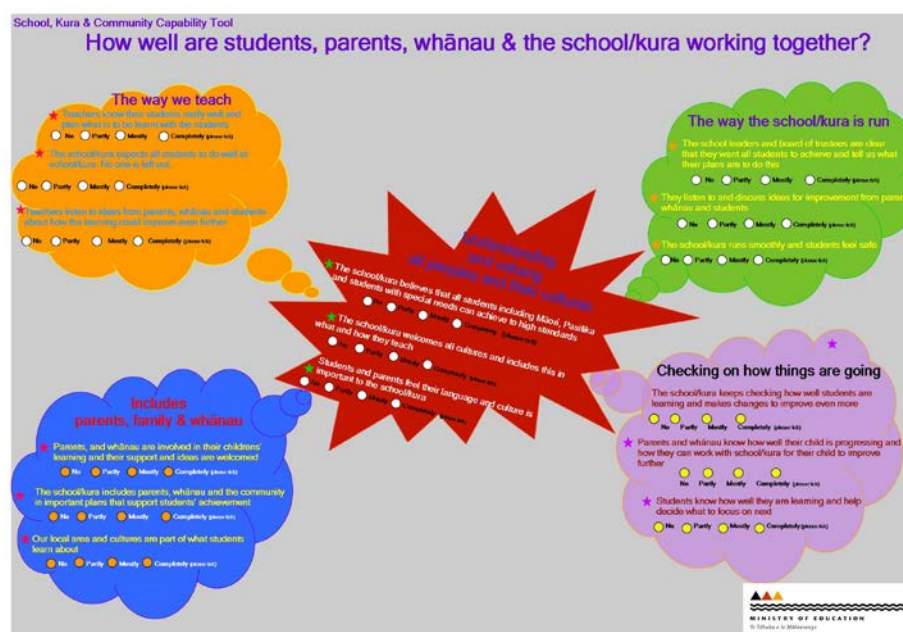
These networks clearly highlight that they are challenged with growing capability in developing parents, family & whānau inclusiveness, for which they generally still place themselves in the 'Developing' stage. Their challenge here

has led to these (and other networks) to focus on this area as one of their critical change priorities.

8. MONITORING SCHOOL & KURA CAPABILITY

8.1. Background

The School/Kura Capability Tool (SCT) was designed by the Ministry and is used by the LDAs to assist school leaders to gain an understanding of how key members of their school community evaluate the school/kura against the Ministry's five priority development capabilities.



It was a way of monitoring thinking about the development capabilities at a deeper level rather than relying on the thoughts of the network leaders. Other leaders in participant schools, boards of trustees, students and families are able to express their views about where they would prioritise development in relation to the Ministry's five development areas.

Currently the SCT is being used in the mid to later parts of the Understanding Phase to inform school and network planning. It is intended to use the tool again towards the end of the Implementation Phase in the lead up to evaluating the effectiveness of the school and network actions to inform future planning. Future milestone reports will note changes over time.

Whilst it is not compulsory for schools/kura to use the SCT, many are taking the opportunity as the discussion and data resulting from this exercise has been rich for some.

At a network level this tool was designed to sit alongside the Network Leaders Capability Tool (NCT), and helps to identify trends and patterns and develop strategies to support each other. The relationship between the capability areas in the two tools is indicated below.

Network Capability Tool heading	School/kura Capability Tool heading
Instructional Capability	The way we teach
Organisation Capability	The way the school/kura is run
Cultural & Linguistic Responsiveness and Inclusiveness	Understanding and valuing all peoples and their cultures
Parents, Family and Whānau	Includes parents, family and whānau
Evaluative Capability	Checking on how things are going

For each of the five headings (key school development areas) three statements were written that encompass the key components of the capability. The SCT is designed to be a discussion document where groups of priority students, their whānau/parents and/or teachers discuss each of the 15 statements and reach a consensus on how they rate their school/kura on each statement ('No', 'Partly', 'Mostly', 'Completely').

Some younger students and whānau/parent groups need support from a network leader (e.g. School Enthusiast) who is able to paraphrase or explain the statements further to aid understanding. While the 'rating' groups decided upon is important (and is reported on here), the discussion or rationale for a group reaching a consensus is important from the school/kura point of view.

Rich discussions in some networks around this tool have led to significant school and network reflection. Feedback from leaders in those networks has been overwhelmingly positive about its usefulness.

A number of schools have also asked for feedback on this tool from students who are 'At' or 'Above' the expected National Standard level and their whānau/parents, as a comparison. Anecdotal feedback, especially, from whānau/parents is raised later in this report.

8.2. Data treatment

Fifty schools submitted data from their use of the SCT, in time for inclusion in this milestone report.

Table 1.1

Education region	Number of SCT	% of total
Northern	9	18%
Central North	11	22%
Central South	10	20%
Southern	20	40%
Total	50	100%

The 50 schools reported on here range from Southland to Northland and from rural to urban localities. The Southern region is over represented with 40 percent of the data coming from these networks. No Māori medium kura are included at this stage, but future reports will include their responses.

Each of the three target groups, students below the National Standard level (priority learners), their whānau/parents and teachers, discussed each of the 15 statements to reach a consensus rating of 'No', 'Partly', 'Mostly' or 'Completely' for each statement t.

No attempt was made to capture the rationale used by groups to determine the rating they assigned. Facilitators and Lead Development Advisors have contributed anecdotal information to this report based upon their conversations with network leaders.

A number from one to four was assigned each response as shown in the table below; responses were then averaged across the 50 data sets and graphed. When reading these averages or looking at the graphs it is important to view an average between 2.00 and 2.99 as falling into the 'Partly' rating.

Response rating	Assigned number	Data range
No	1	1.00 -1.99
Partly	2	2.00 – 2.99
Mostly	3	3.00 – 3.99
Completely	4	4.00 – 4.99

8.3. Data interpretation

The data from the 50 schools equates to 750 responses from groups of students, their parents and teachers with a total of 2250 responses. The table below indicates the frequency of these responses.

Rating	Student number	%	Parent whānau number	%	Teacher number	%	Total	%
No	9	1	1	0	3	0	13	1
Partly	115	15	95	13	81	11	291	13
Mostly	389	52	397	53	418	56	1204	53
Completely	237	32	257	34	248	33	742	33
	750	100	750	100	750	100	2250	100

The most frequent response from all three participant groups was 'Mostly', with an overall average of 53% from all respondents. The next most frequently used response was 'Completely', with 33%, and then 'Partly' on 13%.

Overall parent/whānau was the most positive in their ratings followed by teachers with students being the least positive. Overall it seems quite similar across the three participant groups.

This consistency however hides the variation that exists between these groups when looking at responses to individual statements. The individual statement averages range from 2.91 to 3.67.

Network leaders when they looked at their school data generally grouped the responses according to their level of positiveness. High responses were considered low priority for action and low responses (i.e. 'Partly') were considered high priority for them.

To aid interpretation a similar process has been applied as shown in the table and graphs below.

Average result range	Priority
Below 3.00	High
Between 3.01 and 3.20	Medium
Above 3.21	Low

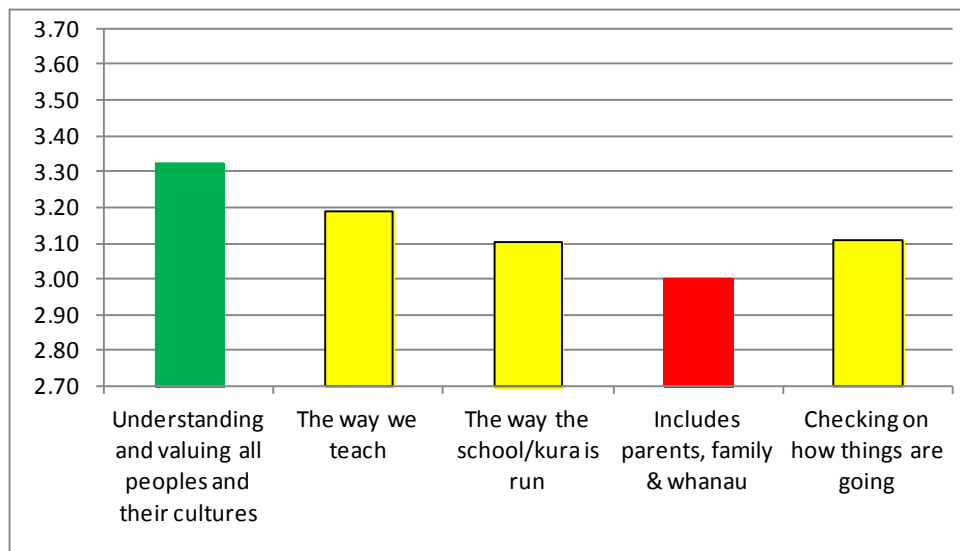
School/kura Capability Tool - National averages (January 2014)			
Understanding and valuing all peoples and their cultures			
	Learners	Parents, Whānau, Community	Teachers
The school/kura believes that all students including Māori, Pasifika and students with special needs can achieve to high standards	3.42	3.44	3.63
The school/kura welcomes all cultures and includes this in what and how they teach	3.44	3.40	3.40
Students and parents feel their language and culture is important to the school/kura	3.12	3.30	3.21
The way we teach			
	Learners	Parents, Whānau, Community	Teachers
Teachers know their students really well and plan what is to be learnt with the students	3.09	3.19	3.02
The school/kura expects all students to do well at school/kura. No one is left out.	3.53	3.53	3.67
Teachers listen to ideas from parents, whānau and students about how the learning could improve even further	2.93	3.28	3.09
The way the school/kura is run			
	Learners	Parents, Whānau, Community	Teachers
The school leaders and board of trustees are clear that they want all students to achieve and tell us what their plans are to do this	2.95	3.09	3.51
They listen to and discuss ideas for improvement from parents, whānau and students	2.95	3.02	3.12
The school/kura runs smoothly and students feel safe	3.40	3.47	3.51
Includes parents, family & whanau			
	Learners	Parents, Whānau, Community	Teachers
Parents, and whānau are involved in their childrens' learning and their support and ideas are welcomed	3.07	3.14	2.91
The school/kura includes parents, whānau and the community in important plans that support students' achievement	3.00	3.14	2.98
Our local area and cultures are part of what students learn about	2.93	2.98	2.95
Checking on how things are going			
	Learners	Parents, Whānau, Community	Teachers
The school/kura keeps checking how well students are learning and makes changes to improve even more	3.21	3.42	3.56
Parents and whānau know how well their child is progressing and how they can work with school/kura for their child to improve further	3.21	3.23	3.19
Students know how well they are learning and help decide what to focus on next	2.91	3.02	3.02

8.4. Key findings

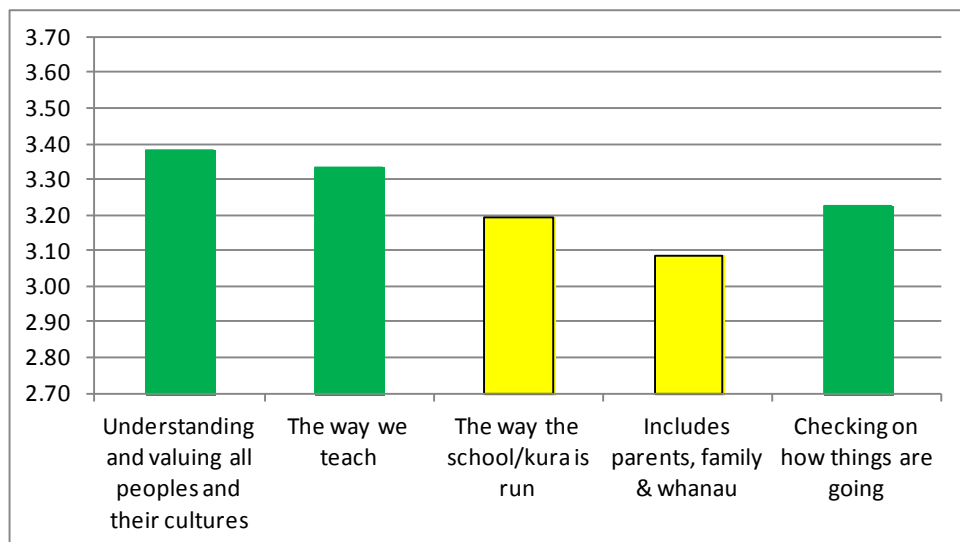
This section is divided into two components, participant group summary and capability responses.

1. Participant group summary

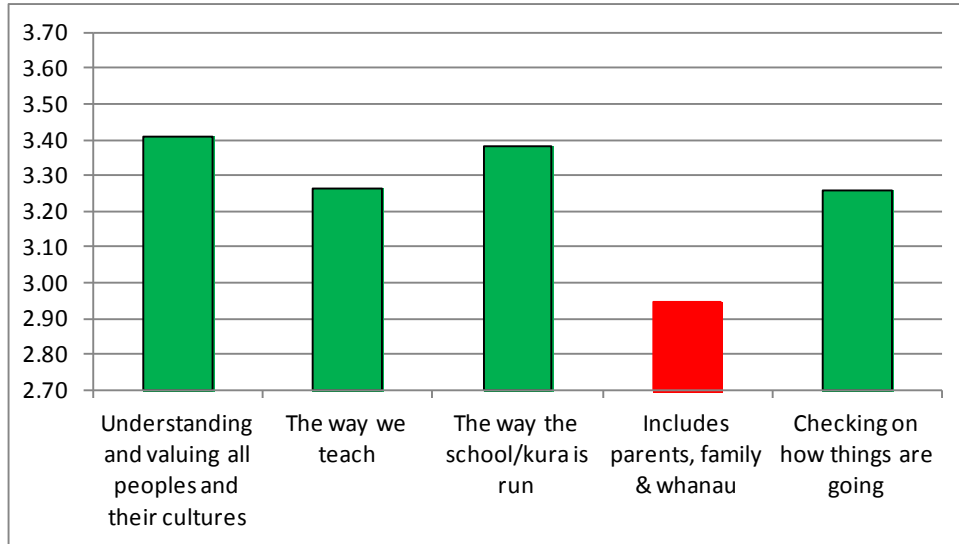
Learners



Parents, Whānau, Community



Teachers



The results would indicate that parent/whānau followed by teachers are the most satisfied with the state of development priorities overall, with the learners (students) being the least.

Teachers are most anxious, as are the other two groups as well, about the level of inclusion of parents, family and whānau.

Learners are the least satisfied with the level of parent, family, whānau and community inclusion. They are also anxious about the way the schools/kura is run, the checking that occurs around learning and the way they are taught. This may suggest that these priority students have considerable understanding of what needs to change, but currently have limited input. It may also be that the priority learners do not know what arrangements are in place and are simply being critical after being given the chance comment.

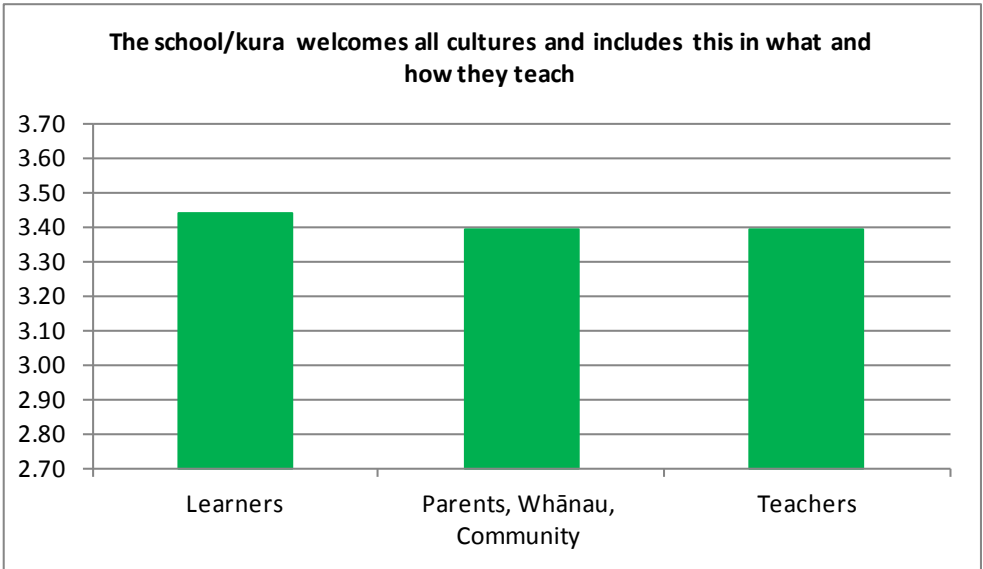
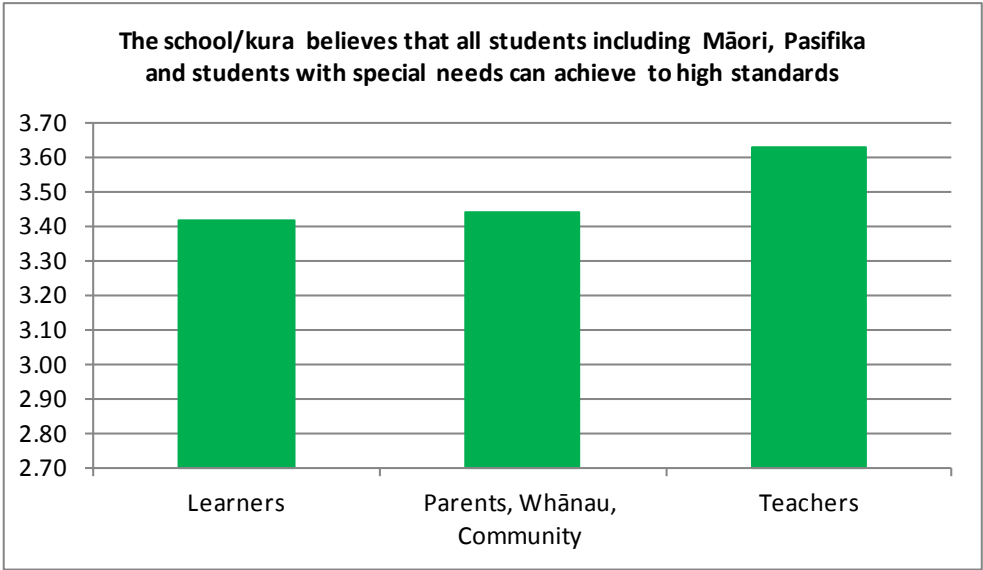
Parents/whānau of our priority learners was positive. Schools were expecting this group of parents/whānau to be relatively critical; however, the opposite generally comes through in this data.

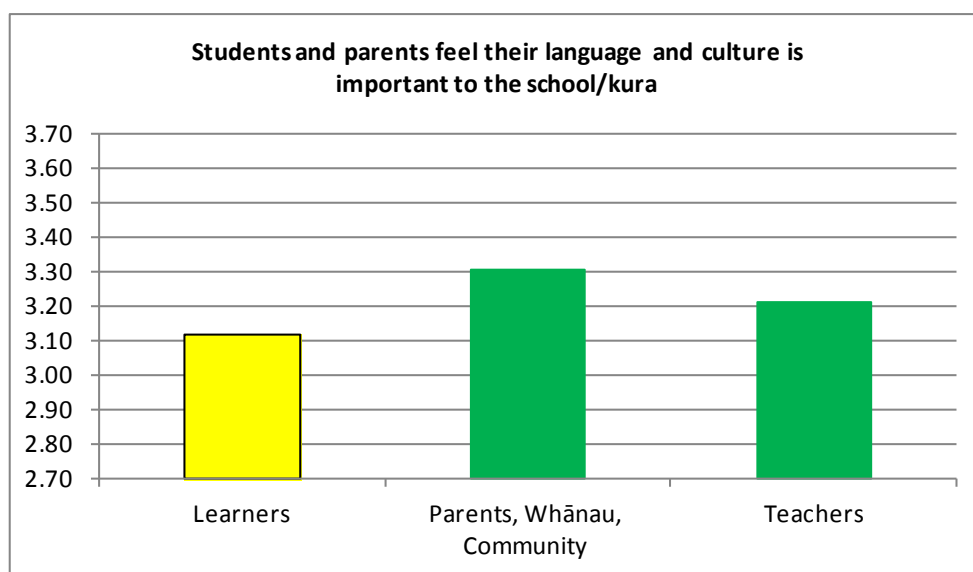
Leaders have offered a couple of reasons for this positivity. Many of these parents have recently had detailed discussions with school leaders over their child's learning through the investigation tasks during the understanding phase, so feel more included and important in the process. The other common suggestion, which surprised leaders, was that these parents of priority learners have relatively low expectations of what schooling and learning could or should be like for their child, and felt quite helpless to do much about it. Some expressed the view that they felt empowered by the LCN initiative.

A small number of schools decided to use the SCT with two groups of parents/whānau; those with priority children and those students who are generally performing 'At' or 'Above' the National Standards. The results were quite contrasting, with the priority parents/whānau being significantly more positive than the other parents. Perhaps parental expectations of learning and schools are factors here.

2. Capability Responses

Understanding and valuing all peoples and their cultures





‘Understanding and valuing all peoples and their cultures’ received higher overall ratings for all three participant groups, indicating that it is a low priority across networks, apart from learners, whose low rating for ‘Students and parents feel their language and culture is important to the school/kura’ indicates a concern about the level of importance in their schools.

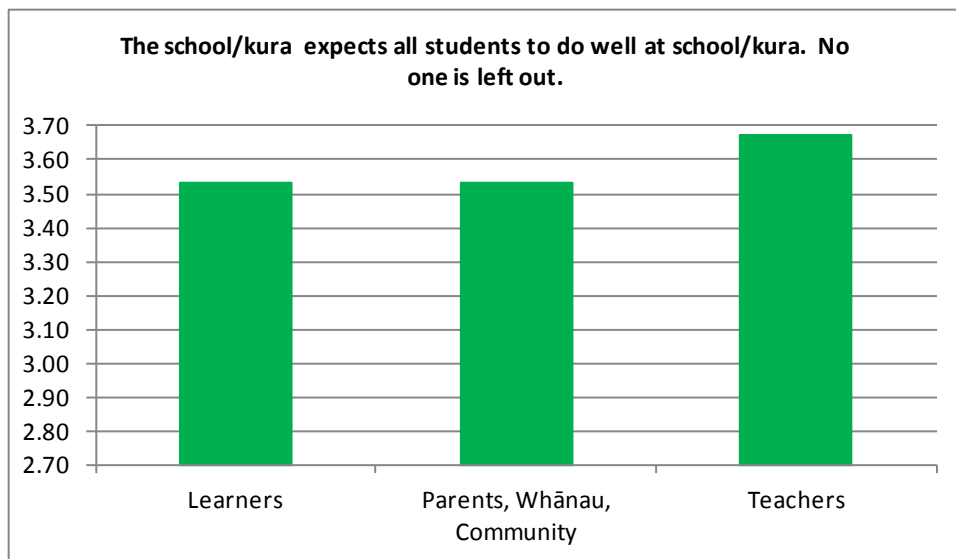
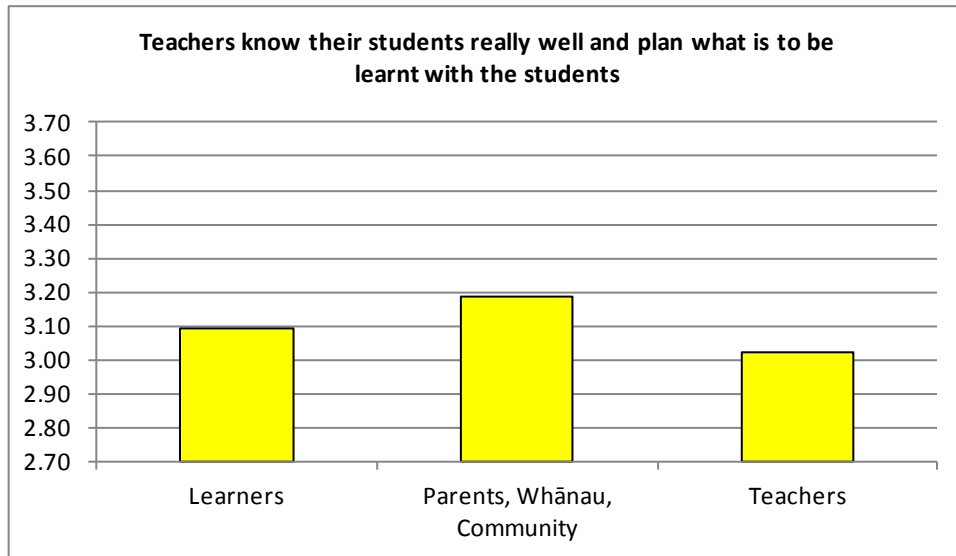
The overall low priority for this capability area is, however, contradicted by the medium priority placed on ‘The way we teach’ – how well teachers know their students, and the high priority placed on ‘Includes parents, family and whānau’ – our local area and cultures are part of what students learn about; from all three participant groups. The contradictions may indicate different levels of understanding about the intrinsic relationship between ‘valuing all peoples and their cultures’ and schools’ the way in which schools actively demonstrate their ‘understanding and valuing’ at a school-wide level through policies, plans, processes and the school curriculum, and at a classroom level through classroom programme planning and practices. However, these possibilities have not been verified with the participants to they remain hunches about the thinking underpinning the contradiction.

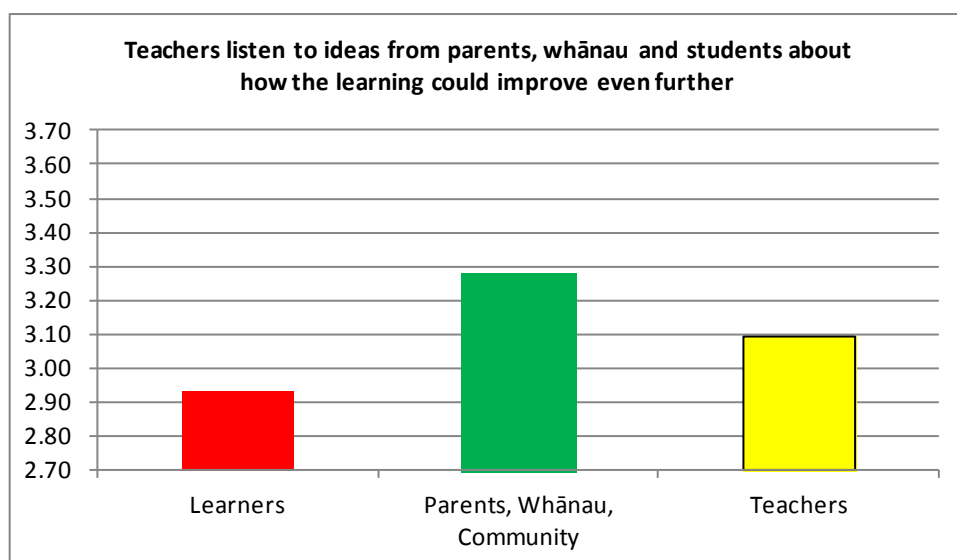
The priority attached to these finer grained capability components by all three groups reflect the ERO findings in a number of reports about challenges schools experience in ensuring that the school curriculum and classroom programmes reflect and connect with the diversity of its students, parents, families and whānau³, and about success factors for priority learners⁴.

³ See Promoting Success for Māori Students: Schools’ Progress (June 2010), Improving Outcomes for Pacific Learners (May 2012), The New Zealand Curriculum Principles: Foundations for Curriculum Decision-Making (July 2012), Evaluation at a Glance: Priority Learners in New Zealand Schools (August 2012), Accelerating the Progress of Priority Learners in Primary Schools (May 2013)

⁴ See Partners in Learning: Schools’ Engagement with Parents, Whānau and Communities (May 2008), Making Connections for Pacific Learners’ Success (November 2013)

The way we teach

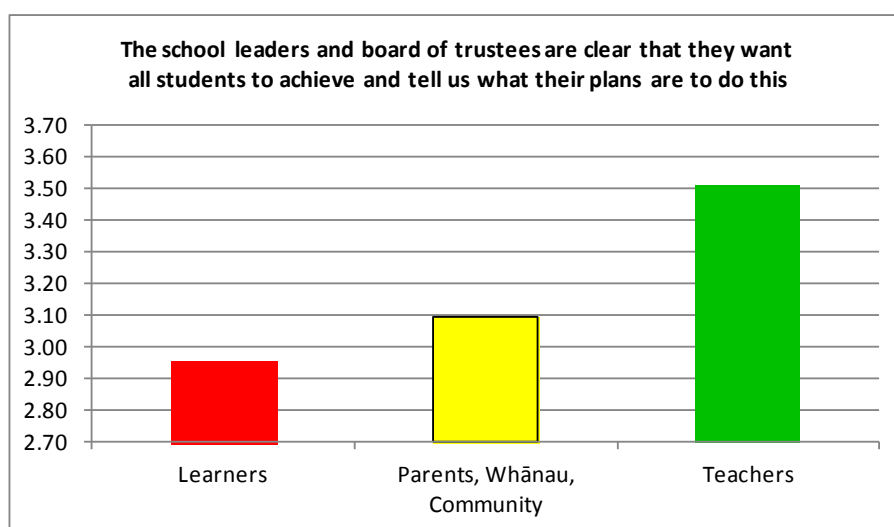


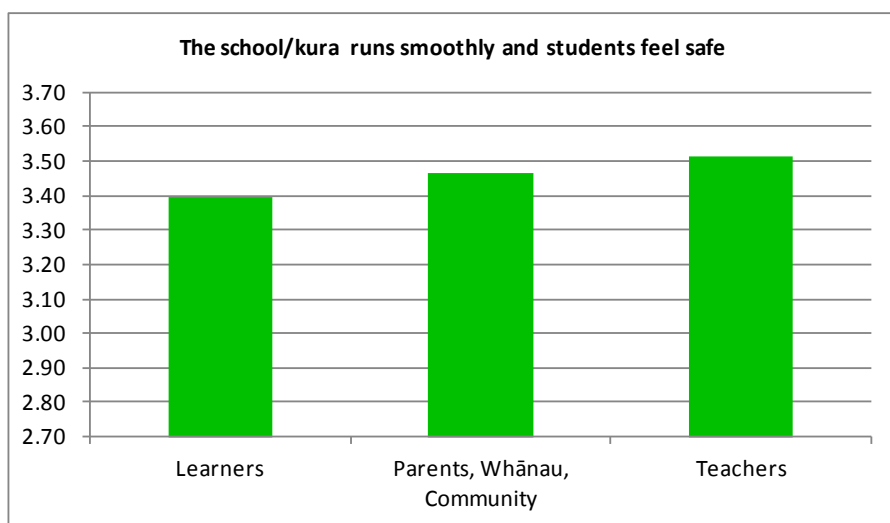
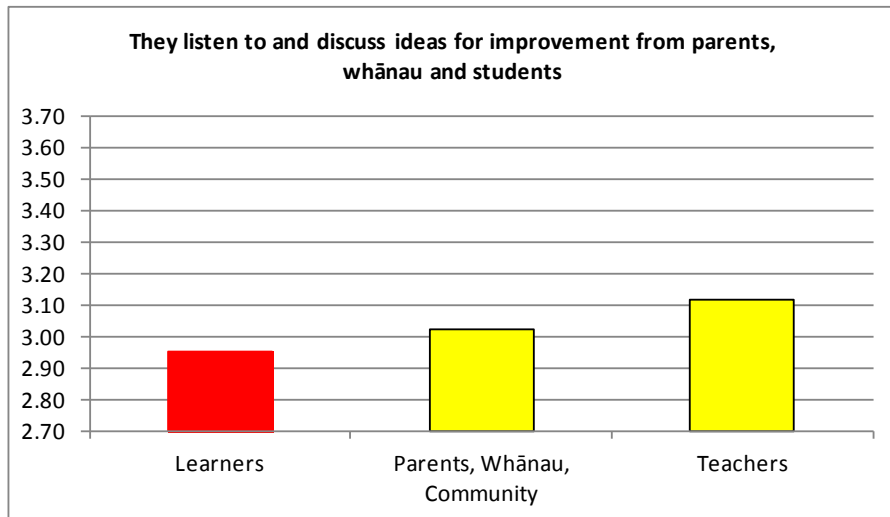


There is acknowledgement from the three participant groups that teachers do not know their students really well. Teachers, therefore, are unable to effectively plan what is to be learnt with the students. This is acknowledged as a critical component of effective teaching and learning and clearly needs further development.

It is interesting to note that parents/whānau generally believe that teachers listen to them and their students' views on how the learning could improve even further; however, teachers are not so sure that this happens and the learners (students) are very sceptical. Due to the focus of the statement being on both parents/whānau and students it is difficult to determine who is not being really listened to, although anecdotal feedback from leaders indicates that the greatest concern comes from students not being listened to. The learners' high concern would support this view.

The way the school is run



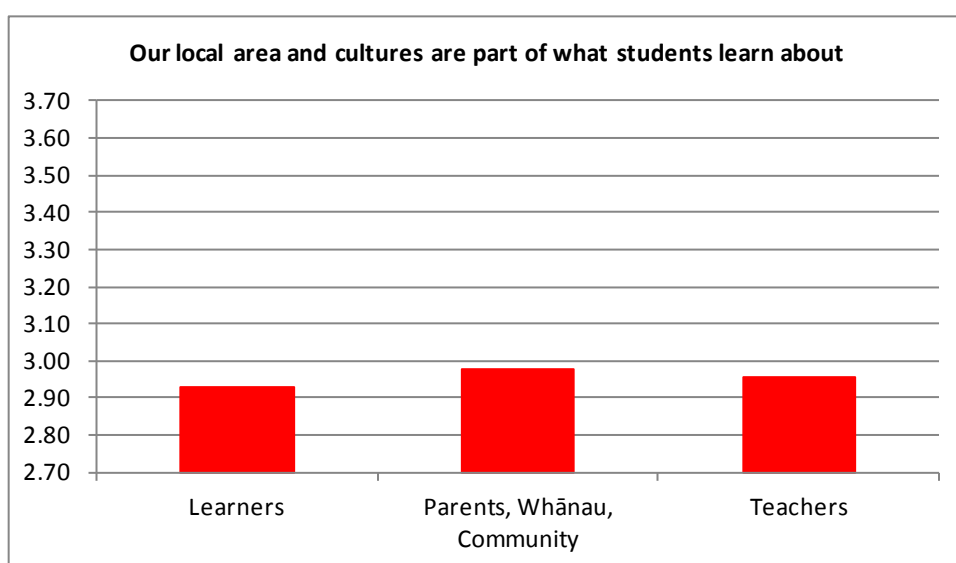
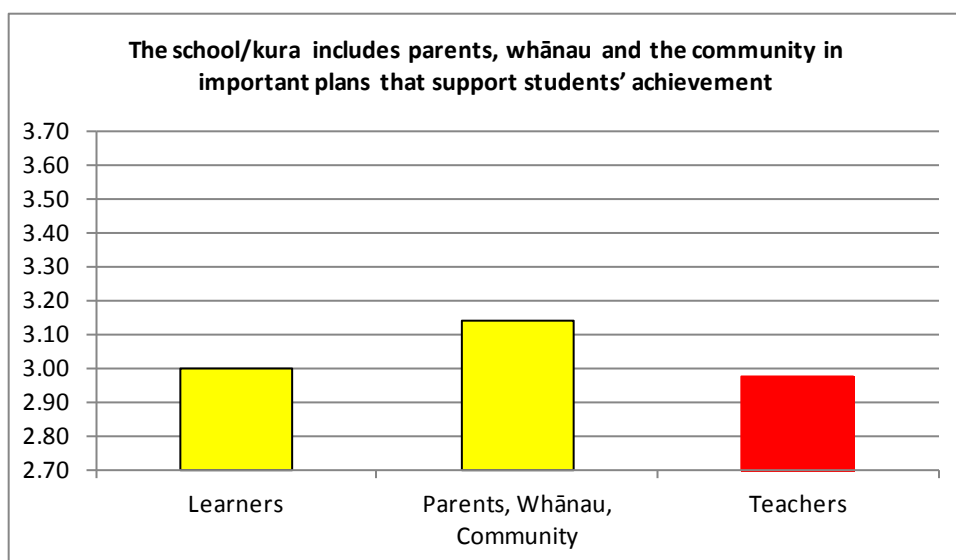
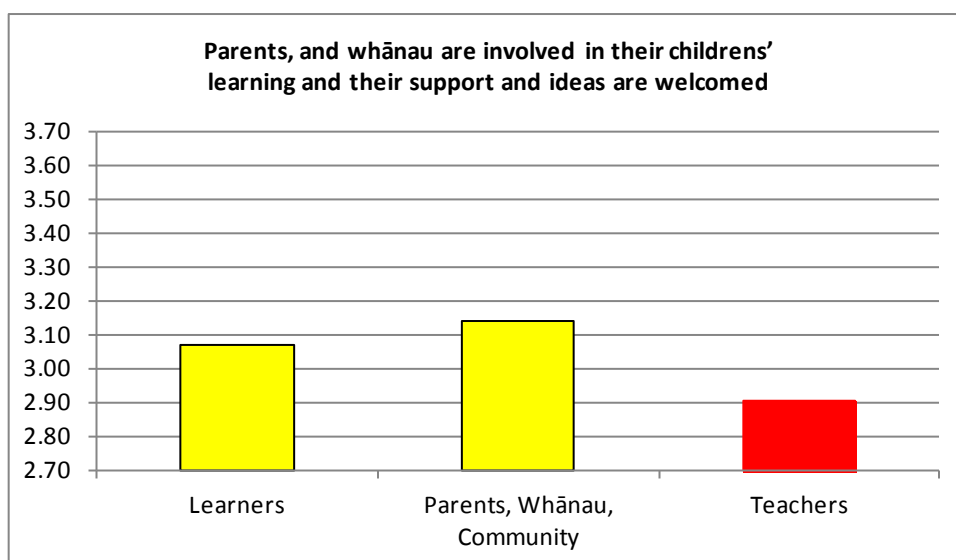


Feedback on how the school is run is mixed. There is a general view that schools run reasonably smoothly and students feel safe; however, there is anxiety from parents/whānau and especially from the learners whether leaders and BOT are clearly committed to all students achieving, and are not really sharing plans about how they will do this.

Alongside this is the view from the three participant groups that leaders and BOT don't really listen to parents/whānau and students or discuss ideas for improvement.

This indicates some contradiction with the reported view that schools expect all students to do well at school.

Includes parents, family & whanau



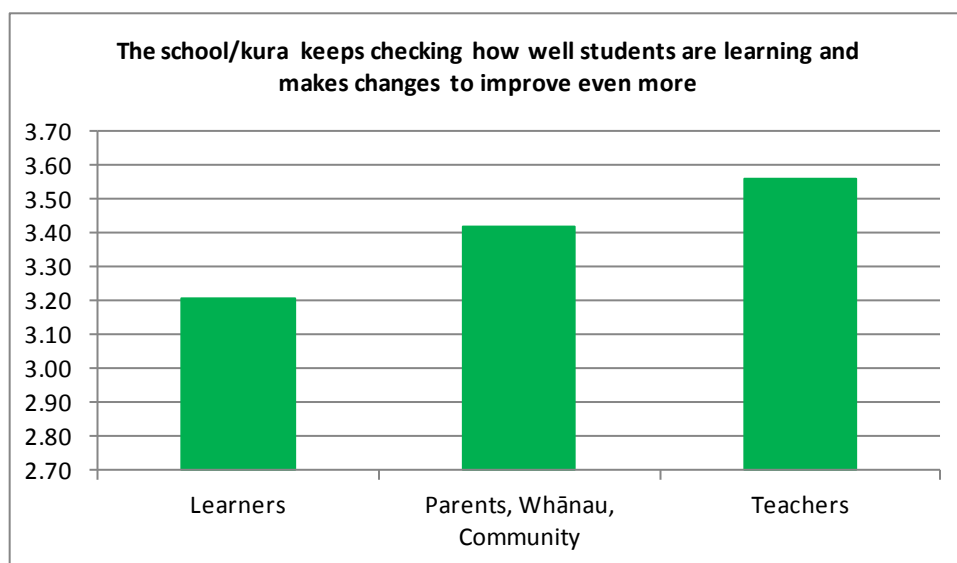
All three participant groups rated inclusion of parents, family and whānau as being the highest priority for development.

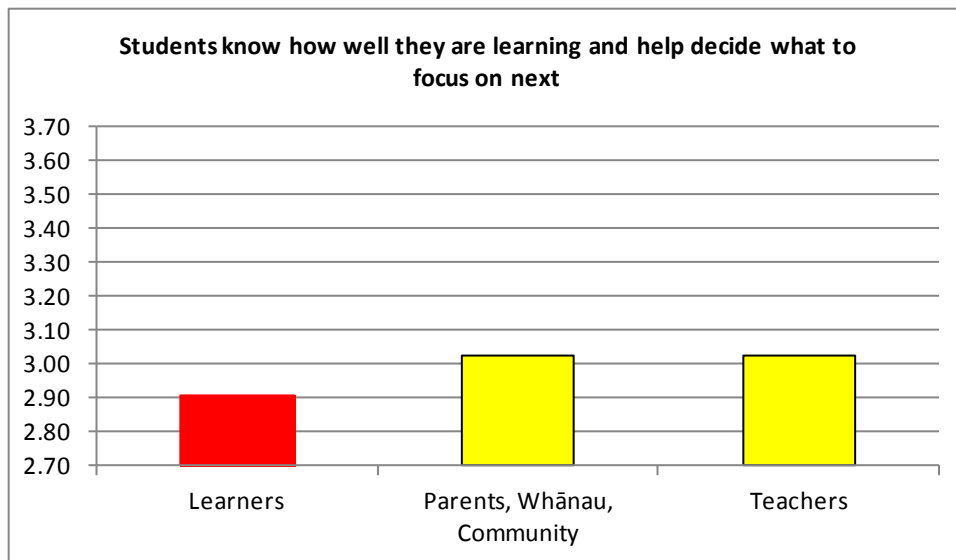
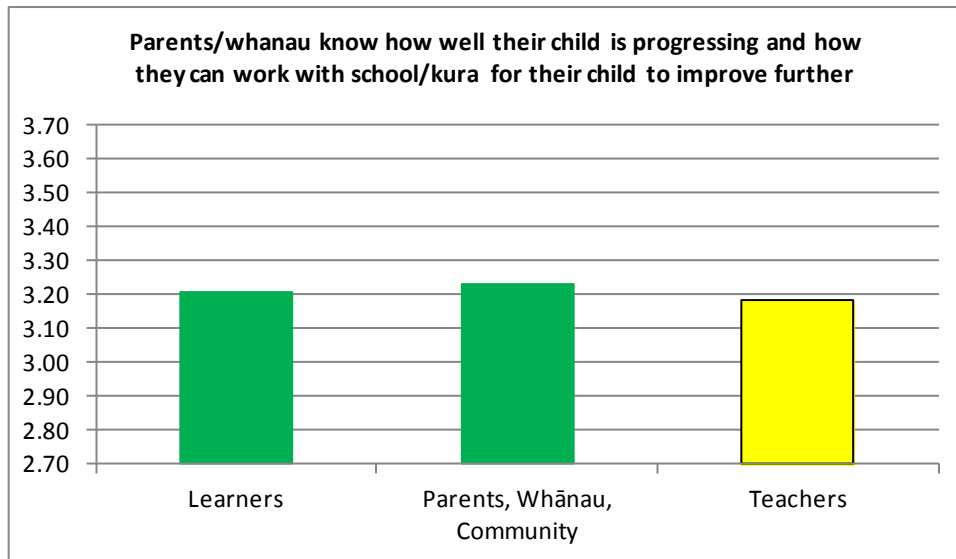
Teachers were most anxious (the lowest score) that parents/whānau be involved in their children's learning and ideas from them were welcomed. This view needs to sit alongside the earlier statements that teachers need to really get to know their students better, listen to their views and plan their learning with them.

Parents/whānau are also not well included in plans that support their students' achievement. This supports the earlier view that parents/whānau and students are not really listened to regarding improvement plans.

All three participant groups were united in their view that there is a high priority to include their local area and cultures in what students learn about. The New Zealand Curriculum provides schools/kura with the flexibility to do this, but clearly there is significant work still needed in this area. It is interesting that teachers strongly acknowledge this as well.

Checking on how things are going





There seem to be some anomalies under the 'Checking on how things are going' capability area. It is acknowledged by the three participant groups that schools/kura keep checking how students are learning and make changes to improve learning; even more, that parents/whānau know how well their child is progressing and how they can help. However, all three groups; especially, students don't know how well they are learning and don't really decide what to focus on next. From feedback from leaders the explanation mostly lies in the limited knowledge or application all groups had in the use of formative assessment.

8.5. Conclusion

Two difficulties and four highlights emerge from this analysis.

There are a number of contradictory results. Likely this is a consequence of participant's diverse knowledge and/or expectations of what education could or should look like. It is clear that schools find this tool useful; therefore, it should

inform ministry policy development. Without some detailed knowledge of the rationale that determined participants rating, this is problematic.

Four main highlights emerge from the 50 schools;

- schools/kura must continue to seek ways to authentically include parents/whānau in the schools, and their child's learning,
- empower the children to become reflective learners,
- include the children much more in the teaching and learning process, and
- the potential use the tool has for evaluating changes they are implementing.

Schools/kura struggle to meaningfully engage parents/whānau and this flows onto many aspects of their child's learning. To date every network has identified this as one of their change priorities, which will necessitate considerable change and effort from schools/kura (and parents/whānau) to address.

Students have identified a number of priority areas and much of this centres around their role as learners. Parents, teachers and leaders need to support students to take control of their learning so that the child knows their own strengths, the areas to focus on, can plan the changes they need to make, are provided with support (if necessary) to carry out these plans and are able to monitor their success and make further plans.

There also appears to be a need for teachers to develop formative assessment relationships with their students rather than assume they as teaching professionals know best what to do *for* the students. Responses from the SCT would suggest that teachers need to listen to their students, support their learning suggestions wherever possible and support students to develop self assessment skills so they can become more independent as learners.

This tool may prove useful to monitor the level of change that occurs as networks and schools/kura implements their plans.

9. INSIGHTS FROM EXTERNAL AGENTS

9.1. Recommendations from Martin Jenkins evaluation of the Ministry-Provider approach

Recommendations from a Martin Jenkins evaluation about the roles of the Ministry and UniServices/Faculty provider team in the strategy along with responses to those findings are outlined in the table below. Probably the most compelling finding is the value of both the Ministry LDA and UniServices/Faculty provider teams with a preference for those two teams working more closely together.

Recommendation	Ministry-Provider Response
Recommendation 1: work with school boards to establish networks, to ensure early engagement with the community.	LDA will ensure that the BOT presence at initial meeting is expected. Principals and BOT members will be involved in all infrastructural tasks.
Recommendation 2: revisit the design of the qualitative investigation to build more community engagement into the initial stages of an LCN, and support this expectation with tailored tools and training to ensure networks have the necessary skills.	LDA and facilitator to communicate the expectation of family/whanau involvement in the qualitative investigation at the initial meeting.
Recommendation 3: include more deliberate, explicit leadership development in the initial stages of the network, focused on operating as a leadership team.	LDA and facilitator to communicate the expectation of appropriate leaders for the meetings. Infrastructure –Principal and BoT. Understanding phase to include designated leaders for tasks such as enthusiasts and practitioner evaluators. To tailor the explicit leadership development to suit specific circumstances of the schools. To communicate other leadership strategies/supports within MoE and external agencies.
Recommendation 4: give school boards an explicit governance role for the network, and use NZSTA to support boards in this role.	BOT have a strategic support role- links to charter and feedback loops about what is happening in networks to inform strategic decisions.
Recommendation 5: ensure the LCN student achievement challenge and actions are reflected in the charters and action plans for participating schools.	This is happening now and will be reflected in charters. Templates, tools and resources developed to support.

<p>Recommendation 6: strengthen the evaluative probe process to include a faster evaluation cycle, and support this through the facilitation (including to force the debate to agree the achievement challenge, before the network moves to the planning stage).</p>	<p>Evaluative probes will be conducted in a timely manner and will encourage debate. They will be adapted to meet the different evaluative interests.</p>
<p>Recommendation 7: make an explicit provision of time within LDA and facilitator roles for planning and working together before and after network meetings, and to fast-track the development of a strong working relationship.</p>	<p>LDA, facilitator and Coordinating Network Leader will make an explicit provision of time to plan and review network meetings as standard practice.</p>
<p>Recommendation 8: at the strategic level, seek to influence the emerging use of clusters as an organising approach to schooling more broadly (e.g. for PLD and for the operating model for the regional Ministry).</p>	<p>To seek a series of strategic meetings with senior MoE staff involved in creating local infrastructure to discuss the functions of these networks in relation to other functions of networking that MOE may want to pursue. Reference group to be included.</p>
<p>Recommendation 9: at the practical level, build the capability of regional office teams to understand the LCN operating model and theory of change – to start making more of the connections across the different elements of the Ministry’s engagement with schools.</p>	<p>LDA looking at informal and formal ways to develop understanding of LCN in local MOE offices and to encourage regional involvement where appropriate.</p>
<p>Recommendation 10: consider establishing a reference group comprising representatives of the Ministry, the provider and network leaders (perhaps six of each) to operate as a high level forum for the strategic design and proactive development of the LCN model.</p>	<p>To establish a reference group comprising representatives of MOE, the provider, NZPF, Manaiakalani, Kura a Iwi, Mutukaroa, Special Schools and network leaders to meet three times during the year to operate as a high level forum for the strategic design and proactive development of the LCN model.</p>
<p>Recommendation 11: consider some ongoing resourcing for current LCNs, beyond June 2015. In particular, to provide external facilitation, opportunities for lateral learning, rigorous structure and methodology, and an LDA (or similar Ministry staff who can walk alongside participating schools).</p>	<p>In process</p>

<p>Recommendation 12: use the reference group to identify the 4 or 5 big ideas that have emerged from the LCN model and to innovatively explore how these could be diffused across the school system.</p>	<p>Linked to No 10 (above)</p>
<p>Recommendation 13: review the programme design to support the recommendations identified above, including:</p> <ul style="list-style-type: none"> a. Revisit the qualitative investigation to include greater community engagement and explicit leadership development (including on the tools and skills for this engagement). b. Strengthen the evaluative probes to ensure a fast evaluation cycle based around SMART objectives and the use of student achievement data. c. Reinforce the focus on community participation in the initial evaluative probes d. Develop a “steady state” framework of templates, tools and facilitation to support established networks as they identify and address subsequent actions. 	<p>See recommendation no 2</p> <p>See recommendation no 6</p> <p>As community participation will occur from the beginning their participation in the probes will be part of the process.</p> <p>LDA and facilitator will continue to be proactive developing templates and tools to support where necessary.</p>

7.4. OECD developments and recommendations

The NZ Ministry has joined the OECD Innovation Learning Environments (ILE) project. That commitment involves the Ministry and UniServices/Faculty provider tea,

- submitting a series of monitoring notes about the strategy,
- attending a series of OECD meetings in 2012 and 2013 with four other countries participating at the same intensive level as NZ; British Columbia, French Belgium, South Africa and Peru
- contributions to two OECD ILE conferences with the 20+ countries that are involved at different levels in the ILE project

At the first OECD meeting in June 2013, OECD ILE project director David Istance invited the jurisdiction leaders to host an event in their own countries in relation

to their ILE ventures. NZ accepted the invitation and hosted David Istance from OECD and associate Tony McKay from the Innovation Unit in London in New Zealand in October 2013. The intent was to celebrate the LCN strategy with Minister of Education Hekia Parata and tour the country to visit LCN networks to learn more about the strategy in action in relation to the OECD ILE project. David and Tony wrote a reflective report including highlights from the tour and thoughts for the future, which is presented in the box below.

A standout reflection is that that LCN strategy has clearly activated considerable energy and enthusiasm among priority learners, families and schools to analyse and improve their learning environments – a test for the LCN strategy leaders is whether that positive energy can be sustained and linked to other strategies that could collectively address New Zealand’s considerable equity challenge.

Reflections on the New Zealand ‘Learning And Change Network’ Strategy (LCN)

David Istance and Tony Mackay

We spent an intense and most enjoyable week in New Zealand 4-8th November focusing on the NZ Learning and Change Networks (LCN). This in our view is an impressive strategy deserving recognition, nationally and internationally. This is an impression we had already gained from New Zealand’s participation in the OECD’s Innovative Learning Environments (ILE) project in 2013 but it was confirmed by the visit; indeed, the power of its design and methodology came through even more strongly as we saw it in practice.

The week we spent in New Zealand in November was a full one with many highpoints: from the launch event of the OECD/ILE report with Minister Parata through network cluster development events through to participating with individual networks through to seminars/meetings with Ministry officials through to an afternoon with the main LCN support provider at the University of Auckland. One (and highly memorable) network gathering we attended was at a kura; one of us also attended a special education network meeting. We gave presentations but also did a lot of observation, listening and discussion. Our travels took us from Auckland to Whangarei to Rotorua to Wellington to Foxton to Christchurch and back to Wellington.

We had long discussions with the LCN team itself, in formal sessions but also extensively during journeys and breaks. We found a very impressive level of commitment, energy and professionalism among all the different staff involved.

The LCN had already featured in the international discussions in the OECD/ILE conference in Santiago, Chile (January 2013) and through preparation of documentation describing aims and methods as input to ILE work. The most intensive part of country engagement in the ILE project is through being one of the ‘Laboratories of Learning Change’. As such, New Zealand through LCN participated in the international workshop (Paris, July 2013) with the four other ‘Laboratories’ (British Columbia, French Belgium, KwaZulu Natal in South Africa, and a network of Peruvian innovative schools) as described in the short annex below. It was as one of the ‘Laboratories of Learning Change’ that we were invited to NZ in November 2013. There will a second workshop

mid-2014 bringing the 'Laboratories' back together to reflect on lessons from unfolding implementation over the year.

These five strategies/networks are thus actively developing themselves through international peer review and with OECD expertise and analysis. They are inspiring others and learning from the feedback and experiences of innovative learning strategies in different parts of the world. This in itself is revealing of the ambition of LCN to be in the vanguard of international practice and innovation.

Having stressed how extensive and intensive were our contacts during our visit we also recognise that there are significant limits to the depth of knowledge that can be gained in such a short time, detailed project documentation notwithstanding. Our purpose in November was not directly to review LCN but to be 'international critical friends', serving to stimulate LCN with insights from OECD and around the world. We were there to learn about a highly promising strategy following an approach that should inspire other systems and innovators around the world in order to help feed this back into OECD/ILE reflections.

Hence, in offering some more specific reflections on LCN, it is with the caveat that review was not the principal purpose of our visit.

Why we were so impressed

There were several reasons why LCN has impressed us as much as it has. In summary, they are:

- A **tight and highly-developed methodology** for ensuring a strong focus on learning and learning change, including very explicit tools, procedures, support, and facilitation.
- An explicit and prominent focus on **engaging parents, families and communities** in learning and education; these not just as relationships to foster as good in themselves but as they are strategic stakeholders in determining learning outcomes.
- There is also an explicit and prominent focus **on learners and on student agency**: giving a more explicit voice to and role for students, using specific tools for revealing learner perceptions, and for engaging schools and networks in integrating student agency into their strategies and practice.
- A sophisticated applied theory of **making professional learning communities and networks work** so as to achieve outcomes that individual schools and teachers cannot readily do by themselves. This includes through change agents ('champions'), central management of network size and membership, well-developed and expert facilitation, promoting high levels of professional learning, and creating the conditions and incentives to make network engagement beneficial for individual network members.
- A **complex set of structures and management arrangements** that, as far as we could see, works well. These put the onus for action and change on the networks and their members, while embedding these in regional and national structures of support, and while permitting a key role for personal relationships between these different 'layers', including the Ministry managers/experts and

the university facilitators/experts.

- A central role is given to **evaluation**, both to generate the evidence that underpins the work and direction of the individual schools and networks, and to generate the evidence regarding the progress being made in LCN overall to feed back into strategy development and redesign.
- LCN is serving – perhaps in unanticipated ways – as a direct channel of **communication between schools/communities and the centre**, communicating goals and materials and reducing negative (“them and us”) gaps and misunderstandings.
- We heard many spontaneous endorsements of **significant change in attitudes and professional practice**, including from those who expressed themselves initially sceptical. This included the fact of collaboration and the readiness to cooperate across schools, and the perceived value of new cooperative ways of working.
- An impressive **level of take-up for relatively modest resource outlays** with already around 20% of NZ schools participating.

Some of these alone might be seen as indicative of programme success; what is impressive to us is that they have been achieved all together through the LCN strategy.

Issues for the Future

We were invited on several occasions to offer opinions about broad future directions and issues for LCN. These we gather together here, emphasising again the caveat about the brevity and main purpose of our trip and that these are personal reflections. We raise these around four main topics or ‘populations’.

- a) *Existing Networks*: It will be important not to assume that a network that is up and running will continue to do so once the initial positive impact of engaging in the network has passed. Sustaining successful change is as important as initiating it. In our view this implies attention to:
- Strategies for second and third phase learning change, explicitly building on evaluation evidence of progress and with particular tools and methodologies for carrying network activities forward.
 - The continued important role of the strategy managers, facilitators and support.

In our view, it is mistaken to believe that well-functioning learning networks can, once they have been successfully established, be left to themselves. Without continued structured links to other networks, to the centre, and to facilitated support, we’d expect many of them to slip back to previous practice. In short, we don’t see Learning and Change Networks as a temporary initiative but more as a permanent strategy and *modus operandi* for schooling.

- b) *Existing Unmet Demand for Network Engagement*: While 20% participating schools is already impressive, it is important in our view to expand to meet the demand from others who would like to be in an LCN. As evaluations are

completed and word of success spreads, we'd expect this demand to continue to grow. It would be unfortunate, for a whole variety of reasons, to limit growth so that LCNs could never reach the remaining three-quarters or so of schools/kuras.

Yet meeting significant new demands will require substantial new efforts in order to maintain continued high levels of support, evaluation, and quality management – new levels of expertise and management, including at the centre, rather than modest incremental extensions of existing staffing and arrangements. It will be important to value professional learning for those who run LCN as well as for those who participate as network members. We think this should build on the knowledge and expertise that has already been accumulated through LCN than to expect it to come naturally to new managers and staff who have not yet gathered the insights/experience of these new ways of working.

- c) *Schools/Kura outside LCN*: the sophisticated methodology behind LCN and the importance of motivation and professional learning mean that schools, communities and professionals need to want to be in the networks for them to be effective. This cannot be imposed by fiat. Mechanistic notions of 'scaling up' and 'rolling out' are misleading and inappropriate in this context. The answer to very promising signs of take-up and success is not, in our view, the obligation on the rest to follow suit. We would anyway expect the number of those remaining outside the networks to shrink the more that LCNs grow as suggested under b) above. These are demand-side considerations.

There are supply-side reasons not to go for a mechanistic 'scale up'. The need to grow the skills, expertise and professional habits to run LCNs as discussed under b) would be stretched beyond limits if the expansion was not so much to 35% then 50% then 65% then the rest of schools from the current 20% but to an overnight 100%. It is highly unlikely that these would be LCNs as we currently see them.

- d) *Governance and Management*: We saw the close identification of the LCNs with the Ministry to be highly positive. If it were run from outside, the message might easily be given that it is arms-length from Ministry priorities and preoccupations. The beneficial channels of communication between the Ministry and schools/communities would be cut. And yet it would be no more desirable if it were to become a matter of bureaucratic management. To avoid such a risk, one possibility would be to establish a central unit within the Ministry to run an expanded LCN programme. This would have the additional benefit of making the source of Ministry connection more visible rather than the association lying with individual managers or broader divisional units.

If LCN were to expand it would be important in our view to avoid creating regional offices as a new layer of governance and control. Instead, we imagine these offices acquiring extended responsibilities as the regional network clusters grow and for liaison between the ground and the centre especially for newly-interested schools, rather than as a strengthened administrative layer. We think it would be important to safeguard precisely the unbureaucratic, professional

culture of LCN rather than to introduce new layers of bureaucracy into the school system.

Annex: The Laboratories of Learning Change Workshop, OECD July 2013

The Workshop was attended by approximately 25 participants, with very active engagement in a programme as described below. As well as New Zealand, there were four other 'Laboratories' (British Columbia; French Belgium; KwaZulu Natal, South Africa; and the Innova network of Peruvian schools). Each team had submitted a detailed document in advance. Beyond the introductions of teams, aims and methodology, the conclusions, and individual consultations between the LLCs and the ILE team, the Workshop was organised around three main items:

Presentation of Laboratory of Learning Change (LLC) Initiatives/Strategies: Each LLC applied the ILE "framework tool" to capture and elaborate on their initiative. These all required large graphics to be prepared, using cards, arranged and annotated, to be then attached to the walls. The teams were invited to use the graphic to clarify the theory of change informing the objective of growing innovative learning environments. There was then "critical friend" feedback from the other LLCs using different methods of group discussion in the different LLC sessions.

Future Desirable Learning Systems: This exercise and discussion aimed to clarify the vision for 2020 of the future learning system held by each LLC. Having clarified such visions, the session asked how each strategy/initiative aligns with and contributes to that vision. Each participating system reported some fundamental insights gained about their own strategy, which learning was at the heart of the Workshop. This is being continued through the specific events in each system over the year and through the second Workshop in 2014.

"Laboratory of Learning Change" Implementation - Activities, Materials, Support: This session was about how each LLC would operationalise its engagement in ILE, promote the initiative and monitor progress by the second Workshop, mid-2014. It discussed the support being sought of ILE in implementation, including tools, follow-up, and a possible event in each LLC system. It also elicited feedback on the "laboratory" methodology, tools and materials available or sought, and on the workshop itself.

The organisation of the Workshop around specific project tools allowed for impressive active engagement and learning by all participants, as compared with simple round-the-table discussion. It provided frameworks, methods and results that each team can take back with them to their own systems and contexts. The successful application of certain tools, however, depends on high-level facilitation of the kind made available at the Workshop.

8. POINTS OF POSSIBLE POLICY INTEREST

There are a number of ideas and developments that may be of interest to policy developers and government. The list of points below emerged from an analysis of the evidence in this milestone report. If policy developers and/or government are interested in any of them, appropriate UniServices/Faculty and LDA team members can provide further information as requested.

8.1. Inquiry, change and student achievement

Significant achievement gains among priority learners involved in the LCN strategy were associated with inquiry and change occurring in the same moment. That combination seems obvious, i.e. if you inquire into student learning then make changes, it is likely that student achievement gains will be made. However, the obvious has not been the case for priority learners over the past few decades. Priority students continue to underachieve despite inquiry learning and change becoming the norm.

So what is different in this case? The priority learners are at the forefront of the inquiries and their families are encouraged to be alongside them from the start. Typically in the past, teaching professionals were at the forefront of inquiries into learning for priority learners, as if that group of students and their families are “needy”. However, the priority student and their parents in the LCN inquiries have relished the opportunity to be at the forefront of the inquiries. Furthermore, the teaching professionals have been surprised at the cognitive capability of priority students and their families in discussions about the state of the learning environments and what is best to prioritize for change to create a better situation. What is astounding is that the students are cognitively capable of engaging in those conversations about learning environments but struggle cognitively to learn mathematics, reading and writing. Understanding this cognitive contradiction and how to support students to use their cognitive capability in one domain (learning environments) to improve learning in another domain (e.g. mathematics) may be of interest to policy developers. It may be worthy of a research project with a group of interested LCN networks.

8.2. A collaborative achievement database

Fifty schools have input National Standards data into a national LCN database coordinated for the networks by the Ministry. The database was set up for a dual purpose; (i) to inform the Minister of Education about value of the investment, and (ii) to create opportunities for networks to collaboratively analyze trends and patterns in the National Standards data to inform what to learn and what to change. Many of the other schools participating in the LCN strategy are likely to input their end-of-year 2013 data by April and then end-of-2014 data by April 2015. This is an extremely useful extension of the collaboration across schools and it was driven by the Ministry with little angst from the sector. It is too easy for a project database of this nature to be set up for a few years then cast aside as new projects are introduced. If the government wants longitudinal data, this is a fantastic opportunity to achieve this with the sector. Policy developers are

urged to consider investing in the infrastructure to create the foundation database then think about the way the PLD spend on growing data capability can be utilized via network learning.

8.3. Value of collaboration

A quote submitted from one network leader captures the essence of collaboration that is generated through the LCN strategy:

“When I reflect on previous interventions it was ‘done to’ students with minimal lines of communication between leader – teacher- student – home. The sharing of this information with other schools in our community has changed our focus from “our kids” to “our communities’ kids”. Parents are now far more comfortable engaging in conversation about their kids learning, it has developed a stronger rapport with parents – school – child. It is having other positive spin-offs around how the parents want to participate in school programmes, there is greater collegial support amongst local schools than previously. It has also made me more aware of the need to be making those connections with our whānau as well. A number of family members did not have the best time when they were at school and it is up to us to ensure that their children do not have the same experience.”

It would be useful to include the thinking of LCN network leaders as well as Ministry LDA’s and UniServices/Faculty facilitators in any future-focused policy thinking about school-family-community networking for the future. Their thinking alongside digital pedagogies views from leaders of the Manaiakalani cluster and culturally-responsive views of leaders from Kura-a-Iwi and Mutukaroa will provide important messages about powerful networking to lift priority student learning.

8.4. High quality facilitation and support

The LCN strategy introduces several new frameworks to network leaders and the skill in facilitation and LDA support is paramount to energise participants in ways that accelerate lifts in academic achievement for priority learners.

Some frameworks are open and encourage freedom to explore, such as the qualitative investigation into students’ learning environments. There are no constraints around the change priorities that emerge from the investigation. The change priorities are valid because that is what emerged in context. Participants are inventors of the set of change priorities. Some participants grew considerable ownership, energy and excitement around the open frames that encourage discovery. Other participants were frustrated by the open frames and found discovery learning across schools and with families onerous.

Other frameworks are structured and demand integrity around pre-determined information and routines. The UniServices/Faculty evaluative probes and the Ministry’s network leader capability tool and the school/kura capability tool are examples of structured frameworks. Participants are constrained to routine selections of information that is prepared for them. These structured frames

ensure participants are given information that they need to know rather than be left to discover it. Some participants have been considerably appreciative of external expertise that has provided valuable structured support. Others consider the support patronizing, done too rather than co-constructed and counter to the strategy intent to grow lateral learning and active pursuit of knowledge.

Two implementation theories are in play; freedom to explore and structured direction from experts. Experiences within the LCN strategy indicate those two theories are compatible in some circumstances and create angst in others. There are many different explanations for how things pan out. Three preferences are becoming apparent.

- Those participants that prefer structured frameworks are suggesting comfort in compliance, a belief in knowledge experts, a preference for routine, wanting a steer to get started.
- In contrast, those participants interested in freedom to explore are suggesting a belief in self-determined visioning, a desire to go into the unknown, a preference to construct tasks rather than be told what to do and a dislike for generic information and routines.
- A third alternative are participants who are comfortable with a mix of open and structure frameworks. Messages from them are around a belief that some tasks in the LCN strategy are best dealt with through open frames and others suit structured frames.

It is not possible to force networks into any one of those preferences in New Zealand's liberated schooling system. Rather, networks, and each participant within each network, will tend to be prone to one of those preferences at the outset and then either pursue that preference or skip to one or both of the other preferences as their LCN journey unfolds. It is best for the UniServices/Faculty and LDA teams to support networks, and individual participants where necessary, to go with their choices if they are contributing to significant gains in academic achievement among priority learners. Where choices are not having the desired impact, that is the time to challenge the network or individual to think about an alternative route to success.

It is particularly important that the UniServices/Faculty and Ministry LDA teams do not take the high ground and make those choices for networks. It is foolhardy to judge networks or individuals as "difficult" because they are presented with a structured frame when they prefer an open frame. It is equally foolhardy to leave a network or individual to flounder when they have been presented with an open frame but desire more structure.

Getting the right amount of scaffold, not too much and not too little, is the art of successful facilitation and LDA support in the LCN strategy. That art has to influence students, teachers, families and school leaders inclusive of principals and boards of trustees to do things differently for priority learners. Training to achieve that level of sophistication in facilitation and support among current facilitators and LDA's is useful but not sufficient to assure the art and influence will hit the mark in every instance. Current arrangements involve light-touch

one and two-day training sessions and an expectation of 'learning-as-you-deliver'. Jean Annan in her role of strategy development advisor and with her extensive knowledge in course development in education psychology and professional supervision, suggests a high quality training and development course in LCN facilitation and support would be equivalent to a two-year post graduate qualification.

Policy thoughts of a longer-term network strategy of some kind should give serious consideration to the nature of training and development for those expected to make it work. OECD advice is avoid the assumption that the system will somehow pick up on the approach in a continuation or scale up of the strategy. That assumption will lead to a bureaucratization of the networking and/or generic processes that encourage routine rather than adaptive expertise.

8.4. Articulating network plans

Network participants are much more capable of talking about plans to address priorities for change than writing down their thoughts. The Kaikohe network and the Auckland Intermediates network realised that phenomenon in 2012. Considerable effort by the UniServices/Faculty and LDA teams was made to support networks to avoid that phenomenon in 2013. A network planning template was developed for that purpose with the intent of aligning LCN planning with schools' charters and annual planning and reporting.

Evidence in this report suggests that many network plans got lost in the detail of the template requirements. Immersed in that detail were at least three positive developments; (i) imaging change priorities in snazzy diagrams (ii) thinking about criteria to measure success in addressing change priorities (iii) setting and monitoring academic goals to ascertain impact of the change priorities. Those three elements of the plans constitute the most important frames for students, teachers, families and leaders to address the change priorities in 2014. They also represent what many network participants want to talk about. All the rest of the detail is probably best stored in databases and other documents that can be accessed if and when necessary.

8.5. Maori , Pasifika and special needs expertise in LCN

Uniservices/Faculty and LDA teams now have a group of powerful members with experience and expertise in Māori, Pasifika and special needs contexts that are exerting their influence on the LCN strategy. Those team members consist of Mereana Anderson, Eileen Pauline and Rose Carpenter in the LDA team and facilitators: for Māori are Cath Runga, Te Mihinga Komene, Frances Goulten, Mereaira Hata and advisors Wai Murphy, Arihia Stirling and Te Kepa Stirling; for Pasifika is Rae Si'ilata; and for special needs is Jean Annan. This group has taken time to form and is extremely considered in the time they take to develop network arrangements with participants in Māori, Pasifka and special needs contexts. They are prepared to learn about the LCN methodology from their colleagues delivering the conventional approach and confident to adapt where appropriate. They are also forthright in their expectations that conventional

participants will engage in reciprocal learning from their Māori, Pasifika and special needs contexts. This powerful group is likely to significantly influence the LCN strategy in 2014, at least within the Ministry-Provider partnership.

UniServices/Faculty facilitators and LDAs are challenged to support networks to pull together a similar mix of expertise in each network to appropriately influence network thinking and actions. Much of that expertise resides in families and communities and they are only at the very beginnings of influencing network leader conversations. The current networks will become much more powerful networks in terms of enduring change if that expertise is drawn out and given an opportunity to engage in learning and change conversations with current leaders.

10. RECOMMENDATIONS

- 10.1. Acknowledge and celebrate within networks the level of collaboration being achieved across schools and communities within the LCN strategy.
- 10.2. Form a reference group from LCN participants and associated governors to;
 - meet four times in 2014 to consider the recommendations from the Martin Jenkins evaluation and the OECD report and the key ideas in the LCN milestone reports and associated papers, and
 - provide advice to Ministry policy and operational policy teams charged with shaping network arrangements for the schooling system in the future.
- 10.3. Provide necessary support to continue growing the collaborative data base for National Standards data. As part of that support, integrate into network activity with students, teachers and families analysis and use of the data to inform 2015 priorities for change.
- 10.4. Support networks that choose to use the evaluative probes to do so with integrity. Also support networks that choose not to use the evaluative probes to intensify their evaluative practices around the links between academic achievement gains and success in addressing change priorities.
- 10.5. Support networks to create a road map for their 2014 LCN activity, with the intent of creating a manageable set of frames, either open or structured or both.
- 10.6. Encourage appropriate community members with knowledge and experiential expertise in supporting Māori, Pasifika and special needs priority learners to join LCN networks in creative and authentic ways to influence network leader discussions and decisions.
- 10.7. Broker an appropriate balance of LCN facilitation support and PLD provision as implementation commences. This is likely to be a combination of UniServices/Faculty facilitators and LDA's figuring out fit-for-purpose PLD with network leaders then brokering with PLD providers to match the purpose.
- 10.8. Consider alterations to some of the operational policy documents;
 - alter the four-phase implementation logic into three phases; infrastructure, understanding and implementation with sustainability and evaluation embedded through all three phases, and
 - alter the number of facilitation days per network from an average number of days to a range of days with criteria to encourage on-going training and development in the field.

- alter the Ministry's five priority development areas; organisation, instruction, evaluation, cultural and linguistic responsiveness and connections with families. Some of the terms point to past-focused schooling systems whereby teaching and instructional leadership dominate learning. Future-focused development areas, such as student agency and 21st century learning environments, are assumed within the current five development areas rather than made explicit. In other words, students taking greater responsibility in their own learning with support from family and whānau and multiple sites of learning are in the background and yet they are foreground areas of development in the LCN strategy.