



International conference on
Innovative Learning Environments
New Zealand Monitoring Note 1
June 2013



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Parameters of this report and acknowledgements

This report represents a strategic partnership between the New Zealand Ministry of Education, a contracted team from UniServices-The University of Auckland for facilitation services and the stakeholders of the Learning and Change Networks including leaders, teachers, learners and their communities.

- For the Ministry, the content reports against the Learning and Change Networks contribution to the New Zealand Government's Better Public Service Target of 85% of all 18 year olds will achieve New Zealand Certificate of Educational Achievement (NCEA) by 2017'. To contribute to this target, 85% of all learners in Primary Schools must be working 'at' or 'above' the National Standard targets by 2017. A disproportionate number of Māori and Pasifika students and those with special education needs are not at this level. These are the priority target students.
- For UniServices-The University of Auckland, the content reports against goal 5 in The University of Auckland Faculty of Education Annual Plan, namely growing strong partnerships with key organisations and communities.
- For stakeholders and leaders of the networks, the content provides an early insight into the nature of network activity and reflections on those developments.

The content, therefore, represents operational policy and some documentary coverage of the developments. It does not attempt to represent national policy or research.

Leaders of the strategic partnership would like to thank the dedicated Ministry staff, UniServices-The University of Auckland provider team and the network leaders for their willingness to work in new and different ways within and across schools, kura¹ and communities. There have been lots of challenges along the way but through collaborative endeavour, there are now close to 50 networks involving around 300 schools, kura and communities in learning and changing via networks to accelerate priority learner achievement, grow leadership and ensure a sustainable systems lift for all learners.

Focus on one initiative; Learning and Change Networks

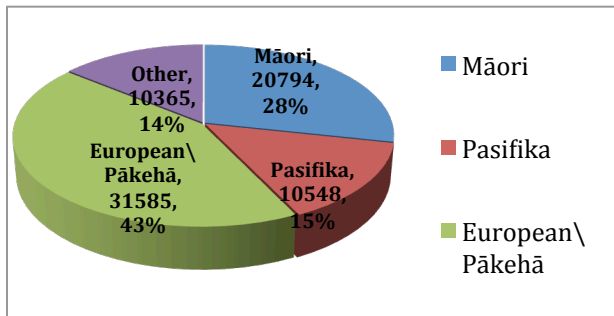
This monitoring note focuses solely on New Zealand's *Learning and Change Networks* strategy. The strategy was established to grow knowledge-sharing networks among kura, schools and communities to think creatively about ways to address the equity challenge. A learning and change network is defined as: "A group of schools, kura 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 learning and change process to grow innovative and effective learning environments that will benefit priority learner groups to achieve equitable achievement outcomes.

There are 47 identified networks (see map on page 3). Eighteen networks are engaging with the Ministry advisors to understand the strategy and commit to the process, 27 networks are in the understanding phase and two have commenced implementation. Thirteen networks are yet to be established. There is an average of 6-7 schools per network. There are 289 schools and kura (Māori-

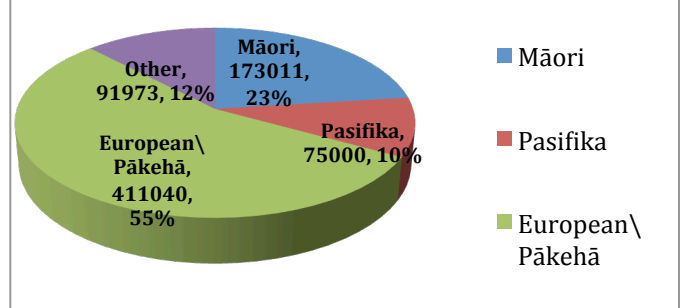
¹ Kura Kaupapa Māori are Māori-language immersion schools (kura) where the philosophy and practice reflect Māori cultural values with the aim of revitalising Māori language, knowledge and culture.

medium) participating with a combined student population of 73,292. Two graphs below show the ethnic make-up in the networks in comparison to the national student population.

Network Student Population

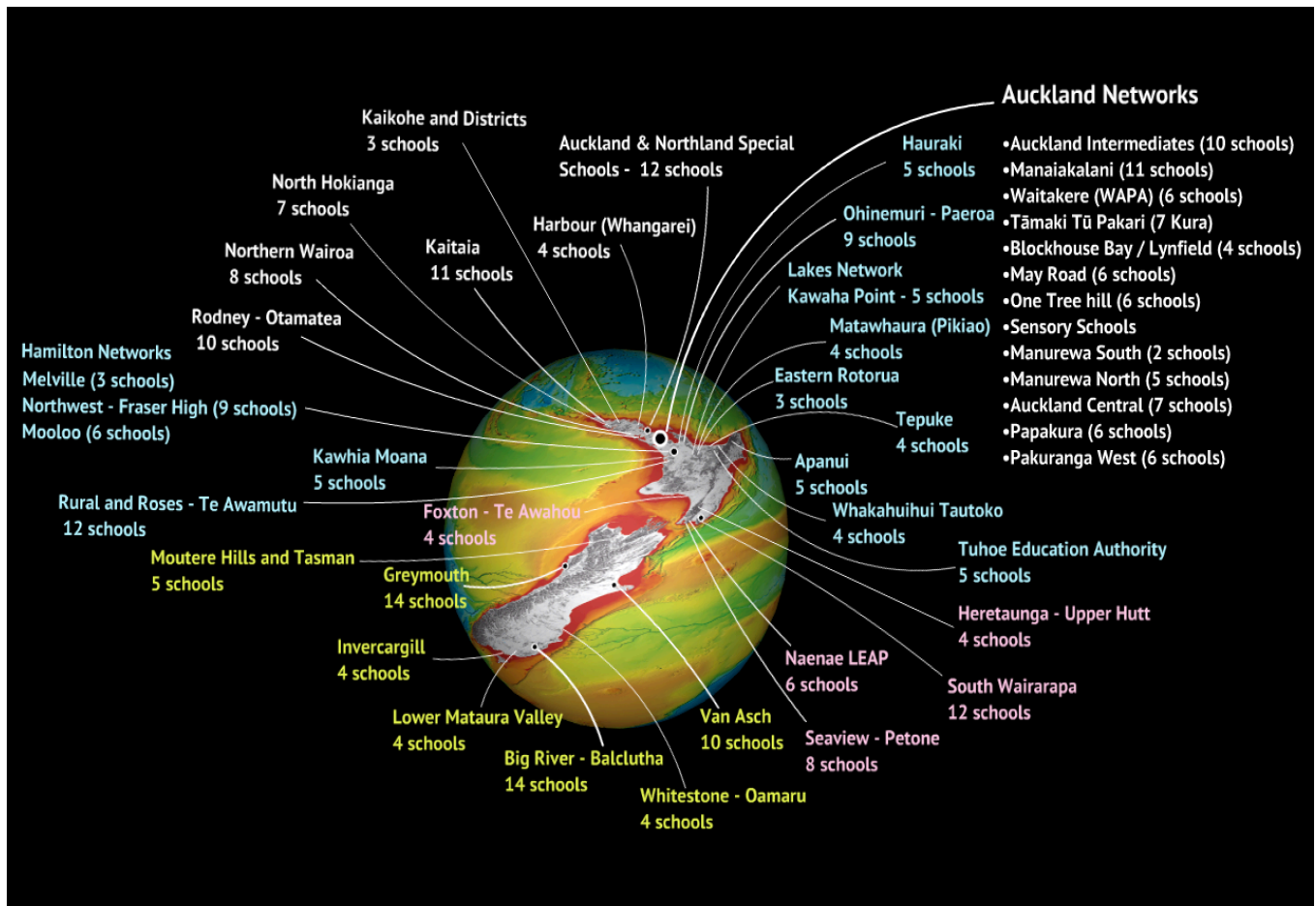


National Student Population



The map below outlines the geographic spread of networks that have formed across the country. There are significantly more networks in the upper North Island and, in particular, in New Zealand's largest city of Auckland.

Spread of Learning and Change Networks across New Zealand



The learning and change process takes networks through four phases of development; (i) infrastructure phase (engagement, establishment and signing up to join the strategy); (ii) understanding phase (profiling the current learning environment to learn what to change); (iii) implementation phase (making changes and checking they impact on priority learners); (iv) sustaining phase (embedding useful changes, eradicating redundant practices and systems & deciding on next steps). Part of this report is to outline how those phases have been simplified both in terminology and purpose. They seemed clear and concise at the outset but had to be adapted as the strategy grew from a few networks to many. The adjustment typifies the dynamic and ever changing design of this strategy.

There is an example of what the networks typically do on page 9 & 10 of this report. The example is from the Auckland Intermediate Schools network. The three core leaders of this network, Colin Dale, Jill Farquharson and Howard Perry are currently working with a Woolf Fisher Research Centre affiliate at The University of Auckland to complete a documentary of their network development, which should be available for the next monitoring report.

Theory for change that underpins the design, implementation and evaluation of the Learning and Change network strategy is weaved into each section of this report. There are three dominant theoretical principles that are outlined to leaders who are engaging in understanding the principles of the strategy and considering sign-up to the strategy that are worth mentioning up-front in this report. They focus strongly on confidence in the capability of stakeholders. If there is a good fit between these principles and the leaders' interests, start-up tends to be a smooth process.

- 1. Priority students' learning interests and what they find hard in their learning is the focus of network activity.** Many interventionists focus on priority learners as if they represent a problem and interventions are designed for them. When the focus shifts to student learning interests and challenges, interventionists have to ask students what is in their minds thereby positioning the students as capable rather than a problem.
- 2. An appreciative view of students, families, teachers and leaders** positions the stakeholders in each network as the leaders of learning and change, not the provider team or the Ministry. Developments in five pilot networks confirmed that when network leaders look within, there is knowledge, skills and expertise among network participants, which would typically be sought from external experts.
- 3. Growing lateral learning within and across schools, families/whānau and communities** is the main mechanism to discover internal capability and distribute responsibility across stakeholders to grow engaging and effective learning environments. Growth of lateral learning via this strategy does not discount hierarchical or vertical learning via other strategies. The theory is that a healthy schooling system will integrate effective vertical and lateral learning mechanisms.

Context

Over the last decade, New Zealand's education system has improved against a number of indicators. Overall our ambition is to have a world leading education system that equips all New Zealanders with the knowledge, skills and values to be successful citizens in the 21st century. We know that whilst our



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education system has many strengths, too many learners are not achieving the necessary skills and qualifications they need for their future success. In particular, Māori learners, Pasifika learners, learners from low socio-economic groups and learners with special educational needs are disproportionately more likely to be underserved by the system. This is reflected in significant disparities in learner achievement, both within and across schools and kura.

New Zealand's education system, however, is only rated fair-to-good because of several significant challenges (Mourshed et al, 2010). A priority challenge is that three in ten students - and five in ten Māori students - leave school without achieving NCEA level 2, a minimum qualification for further education or employment. Overlay the strong influence of socio-economic factors on student learning and relatively static student achievement trends (PISA²) during a decade when investment in education continued to increase has created a sense of urgency in New Zealand to accelerate student achievement to achieve equitable learner achievement outcomes. It is obvious there is plenty of development work ahead. In light of this work, the Ministry has set targets for the next five years³ (Ministry of Education, 2012) and schools are expected to set annual targets and to report progress to their communities and to the Ministry.

The Learning and Change Network strategy is an attempt to pull together useful findings from other experimental initiatives and provide an environment to build sustainable partnerships between students, families, whānau, iwi, communities, schools and kura. The strategy will support those partners to learn and change together in ways that respect and appreciate diverse understandings about priorities and goals and what factors help or hinder achievement of those goals. This will help to sign post student learning practices and achievements as they progress towards NCEA Level 2 and help teachers, families and whānau co-construct with the students appropriate responses. It is a matter of all those groups together with the students, to interrogate data, agree what the data means and why, determine what all parties need to do differently, make agreed changes including to teaching and learning practices, and evaluate the effectiveness of changes.

In summary, the approach is driven by leaders within the network being responsive to students' capabilities and context of each network, i.e. the demand side of education. It will support them to realise the expertise within the network and community, rather than seeing the people as 'needy' and reliant on external expertise. These demand-oriented points (ahead of supply) have been noted for

² The OECD's Programme for International Student Assessment, which looks at the achievement of 15 year olds in reading, mathematics and science.

³ Ministry 5-Year targets are:

- To increase the proportion of children starting school who have participated in early childhood education
- To increase the proportion of learners achieving expected literacy and numeracy standards
- 80% of schools will be demonstrating highly inclusive practice for learners with special education needs with 20% demonstrating good practice
- To increase the proportion of 18-year-olds with NCEA Level 2 or an equivalent qualification
- To increase the proportion of 25-to-34-year-olds with a qualification at level 4 or above on the New Zealand Qualifications Framework



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some time in the Ministry's Statement of Intent⁴ and several national policies, such as Ka Hikitia⁵. This strategy is one of several supplementary supports that are attempting to bring that intent and the national policies alive.

Aims

The vision, aims and objectives for the *Learning and Change Network* strategy fit within the Ministry of Education's overall ambition to have a world leading education system that equips all New Zealanders with the knowledge, skills and values to be successful citizens in the 21st century. That ambition requires accelerated achievement against National Standards⁶ and Ngā Whanaketanga Rūmaki Māori⁷ in primary and intermediate/middle schools and kura so that, as a minimum, all year 8 learners are achieving the required standard of numeracy and literacy.

Government setting targets and educators continuing to do what has been done before will not address the equity challenge in New Zealand. There is a much higher chance of success if the people for whom those targets were set get excited about them and take personal responsibility to reach them. This is where the vision for the network strategy comes into play.

The vision is to invite priority students, their families, teachers and school and community leaders into networks to create more exciting and connected learning environments. Underpinning this vision is a strong belief that the students and their supporting adults are inherently capable people. Looking at the equity challenge through that lens suggests that expertise resides within those groups to grow knowledge and skills together in order to explore common interests and to solve complex educational problems. This strategy, therefore, aims to create collective learning opportunities for those groups to find that expertise and use it to grow healthy and sustainable learning environments. The main mechanism for that capability and environmental growth is lateral networked learning and change within and across those groups.

An important part of the vision is to create a better balance of responsibility between adults and students for improvement. It is a call for the students themselves to step up and take responsibility for the practices that they are using to learn and change for the better. Students can be co-decision makers about their learning environments with their teachers, families and school and community leaders. Positive psychology suggests that humans, inclusive of young learners, flourish when they are given appropriate levels of power and control and freedom to act.

⁴ <http://www.minedu.govt.nz/theMinistry/PublicationsAndResources/StatementOfIntent/SOI2012.aspx>

⁵ <http://www.minedu.govt.nz/theMinistry/PolicyAndStrategy/KaHikitia.aspx>

⁶ National Standards support national expectations of student progress and achievement across all areas of *The New Zealand Curriculum*. They are descriptions of what students should know and be able to do in reading, writing, and mathematics at different points of their schooling from years 1-8.

⁷ Ngā Whanaketanga Rumaki Māori (National Standards for Māori-medium education settings) show the ongoing progress of tamariki (children) in years 1-8 in te reo matatini (literacy) and pāngarau (mathematics) within Māori language immersion education.



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Yet, supply-driven intervention logic to date has tended to position students as passive recipients of adult-designed and supplied interventions. In brief, what has been happening is that adults in government, in the ministry and in education organisations have been busy analysing student achievement trends, discussing those trends with considerable concern, then designing and implementing interventions for priority learners, then checking for impact. Mostly, the students have little or no knowledge that they are part of an intervention or why they were targeted for support.

Intervention logic associated with the vision suggests students can and should analyse their achievement trends. They should be included in analysing their current learning environments in order to determine what changes need to be made for the better. They should also be included in evaluations about the impact of those changes on their learning practices and their achievement trends. This thinking is not suggesting a pendulum swing from adult improvement processes to free-for-all learning by students, rather a more distributed responsibility for improvement among students, families, teachers and leaders.

Sitting underneath this vision are the objectives of the three partners involved in the strategy; the Ministry, the provider team and the network leaders. The theory is that if each partner sets objectives, they have a responsibility to actively work towards achieving them. For the strategy to succeed, there can be no passive roles – each party has to actively work towards the objectives they set.

- The Ministry's specific objectives for the strategy are to contribute to equitable outcomes for priority learner groups, to build leadership capability in lateral learning and change, and to build sustainable links between schools, kura (*the supply side of education*) and students, families and communities (*the demand side of education*).
- The provider team's main objective is to build the networks capability of learning and change whilst weaving together the three Ministry objectives into a facilitation service that see learner groups excited and successful within innovative and effective learning environments that span schools, families, communities and the wider world.
- Network leaders, teachers and students with support from their families will, in turn, reinterpret those Ministry and provider objectives in ways that suit their varied contexts.

Above all, the three way partnership of Ministry of Education, provider team and schools, kura and their communities will identify and utilise expertise within and across networks to build capability to ensure sustainability without heavy on-going reliance on external support.

Leadership and partnerships to transfer the vision into practice

This section merges two sections into one, i.e. leadership and partnerships with strategies and activities. It also outlines an explicit theory of change that is being used to transfer the vision and theoretical principles into practice.

The three levels of macro (strategic MoE-Provider level), meso (network leader level) and micro (student-teacher-family level) leadership and partnership arrangements outlined in the first systems note are now well established and working together. They bring with them some useful lessons learned about rapid strategy initiation. There has been considerable pressure from the Ministry to sign-up the 60 networks as quickly as possible, mainly to maximise the use of the government funding appropriation within a tight 18-month timeframe. The pressure also related to an imperative to meet public service



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targets as quickly as possible. Those pressures pushed the limits on initiation and steps have since been put in place to slow down, to communicate more carefully and to frame tasks with, rather than for, participants. This section outlines priority developments in the strategic MoE-Provider and network leader partnerships. With the consent of network participants, the next monitoring note will include images of the student-teacher-family partnership arrangements.

Tier 1. A macro strategic partnership for strategy design and monitoring

The Ministry and the provider team via UniServices/The University of Auckland assumed strong leadership roles in strategy design and monitoring at the outset. The intention is to share that leadership role with network leaders as they grow confidence in leading within and between network activities. The inclusion of two or three representative network leaders in regular monthly strategy design and monitoring meetings and in the OECD ILE international meetings is one representation of this intention. The next monitoring report will outline the growth of network leaders' involvement in the strategic direction of learning and change networks.

Ministry and provider leaders have worked hard to respectively provide national management, contract co-ordination and provision of services in strategic policy, operational design and implementation design and facilitation support to network leaders. In the process there has been genuine effort on both sides to build trust, equality, and mutual understanding and obligations, the hallmarks of successful strategic partnerships. Those attributes are by no means easy to grow. They are regularly tested as the strategy finds its place in the system and as ever-increasing numbers of people become involved.

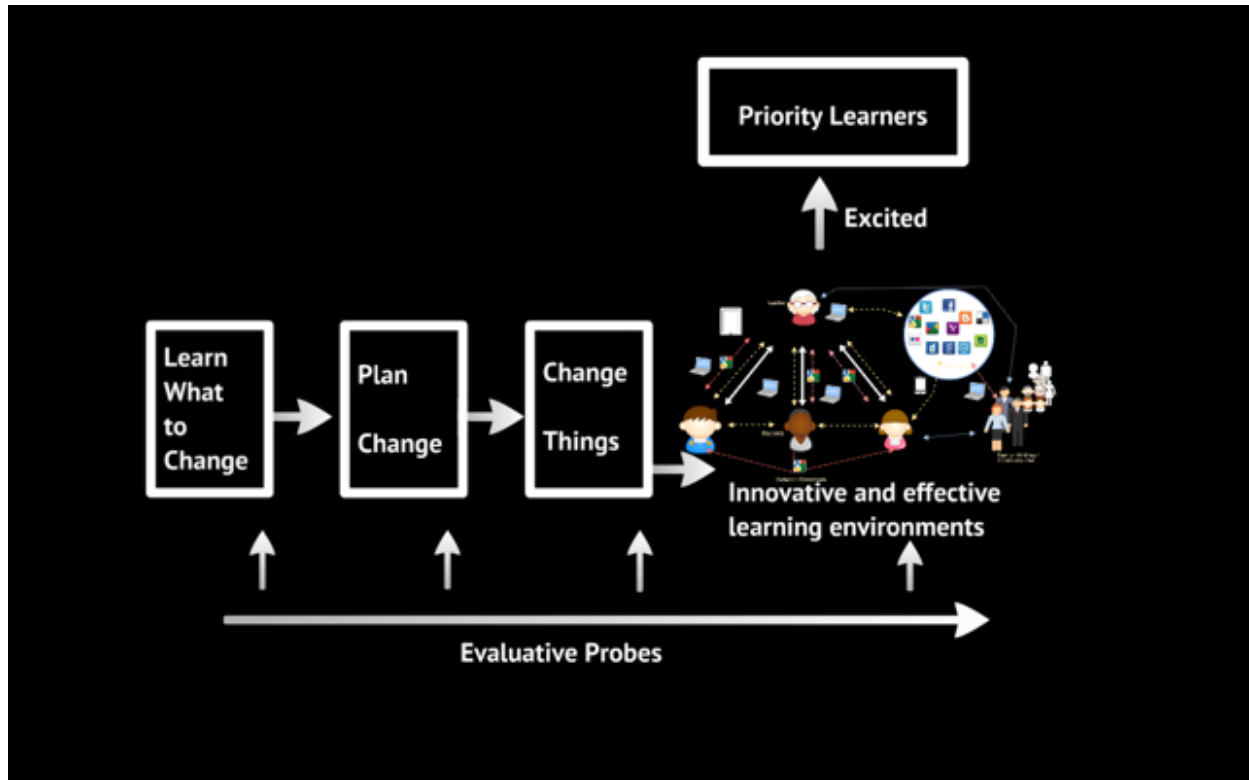
A recent reconfiguration of the conceptual framework for the strategy exemplifies the growth of the strategic partnership between the Ministry and the provider team. A reconfiguration was necessary because there was growing confusion and feelings of being overwhelmed as the networks got started with the planned network activities. There were so many things for the network participants to understand at once. For starters, they needed to understand the purpose and theory of networking, how to network and the expected commitment to join this particular network strategy. A considerable number of academic papers, powerpoints, templates and processes were available to pick and choose to grow that understanding. Most networks were quietly going about figuring out what and how to do things but there were signs that some groups were getting lost. Then at a series of regional training sessions set up to discuss common interests and challenges as well as to introduce the evaluative component of the network activity, leaders of several networks gave critical feedback that the strategy was becoming confusing, overwhelming and unmanageable.

Based on that feedback, the Ministry delivered a strong message to the program director to create a framework that would respond to the growing state of confusion and high levels of enthusiasm for strategy initiation. The specific request was for a two-minute overview of what this network strategy is all about. The new strategy framework is presented on the next page.

The networking framework is based on a theory that it is best to learn what to change then plan, implement and evaluate the change with the people for whom the change is supposed to benefit. There is an element of formality and discipline for participants to go through the development phases to grow innovative and effective learning environments. There is also an element of freedom and creativity

around which development area to prioritise for change⁸, the pace of development and revisiting early phases to alter the change priorities. Sitting underneath the development process is an evaluative process whereby practitioner-evaluators within the network assess the extent to which network activity grows learning and change capabilities that accelerate priority learner student achievement.

Learning and Change Network Implementation Framework



The framework has proven extremely useful to,

- communicate the intent of the strategy to newly-forming network leaders
- support network leaders of more advanced networks when they get stuck, lost or confused
- support network leaders to use the framework with priority learners so that students can talk about where they believe they are up to in the learning and change process

It is anticipated the framework will also become useful for families and communities to understand the strategy. Ministry monitoring indicates that many networks are seriously challenged about how to engage families and communities. This framework may serve as an in-road to address that challenge.

⁸ The Ministry of Education identified five priority areas of development within this strategy; organization, instruction, evaluation, cultural and linguistic responsiveness and family/community connections.



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At first glance, the Ministry request for such a framework appeared to be a communication issue and as things have played out that is proving to be true. The assumption was that the content of delivery was fine, that it was just a matter of communicating the content in better ways. However, the request also proved useful to check that each component of the strategy added up to a coherent whole. That check found some duplication of effort, some planning for rather than with networks and some competing theories that needed to be resolved. Without dealing with those design and content issues, a communication strategy on its own was unlikely to address the presenting challenges.

The framework has also been useful to kura leaders (indigenous Māori schooling movement) in the strategy. It has been introduced to leaders of Kura-a-Iwi, a network of 21 kura operating across the North Island of New Zealand, and a newly-forming smaller network of four kura called Apanui on the East Coast of the North Island. There are relationships between these large and small networks and all the leaders are keenly interested in strengthening links between their kura and the iwi (tribal affiliations) of the students. Leaders of both networks were excited by the new framework and found it useful to think about networking in manageable and practical ways.

Sign-up processes for kura-based leaders are proving to be significantly more time consuming than English-medium schooling. It is not just a matter of a few meetings for sign-up then moving into the business. For these Māori leaders and possibly others sitting on the side lines, due consideration is an in-depth process to assess the extent to which the strategy will enhance the well-being of their children, their kura, whānau, hapū and iwi.

For kura, there are several phases before the business fully commences. There is a curiosity phase whereby ripples of news pass through informal networks of Māori educators about a new strategy that might be worth getting involved in. Checking in with trusted colleagues is important to see if there is anything in the strategy for Māori. Then there is a trust phase; can we trust the agents of the Crown and the provider team who are promoting the strategy? Who are they, where do they come from, why do they want to work with us? There is also a need for time to think about obligations. If the leaders are going to expect their people to get involved, they are obligated to make sure that the activities will fit with local kawa (protocols). They need time to talk about these things, to mould the strategy to suit Māori. It is a reconfiguration process done by Māori for Māori.

Careful consideration for the well-being of the Māori people for whom the strategy is supposed to benefit can take a year or two to work through. We are now nine months into the process with Kura-a-Iwi and with raising interest among individual kura. Those steps are leveraged off long-term and hard-earned trust relationships between some of the kura leaders and the Ministry's Māori lead development advisor (LDA) for learning and change networks and the program director. It is highly likely that the small number of networks formed among kura within this two-year strategy timeframe will represent a trial that can provide policy advice to diffuse the successes more broadly across more kura if interest grows.

Tier 2. A practical partnership between network leaders, facilitators and Ministry LDA's

There are three parties that support a network to form; the leaders of the network, a facilitator from the provider team and a Ministry lead development officer (LDA). Leaders of the network are typically the



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principal for strategy support and resourcing and an enthusiastic leader to drive the network activities. There is also a practitioner-evaluator role (one for every 3-4 schools in a network) to assess the extent of growth in learning and change capability. In small schools, one leader often assumes more than one role. The facilitator is charged with the task of supporting the network leaders to understand the purpose of forming a network, to learn how to operate as a network and to work through the four phases of development, sign up, learning what to change, planning what to change, changing things and deciding what to retain/eliminate and next steps. From that point, external facilitation becomes less necessary as network leaders take charge of leading their implementation efforts to make the changes. In the meantime, practitioner-evaluators within each network go about assessing the extent to which learning and change capabilities are growing and whether that growth is impacting positively on priority learner engagement and achievement levels.

The provider team developed a 'conventional' way for networks to move through the four phases and many newly formed networks are comfortable with that approach. The summary of the Auckland Intermediate Schools network developments below is an example of the adoption of the conventional approach. However, that approach is not universal to all networks. Some networks are forming an alliance with an advanced network called Manaiakalani (<http://www.manaiakalani.org/>) to work out their processes for learning and change. Others are inventing a 'leadership linked to achievement challenges' version. Kura-a-Iwi leaders have expressed their desire to adapt the provider frames and Ministry processes to implement things their way. There are other ways of doing things in the pipeline that the Ministry is excited about including in the strategy and there will no doubt be more to come or break-off versions from the conventional start up approach. The Ministry's national manager articulated this arrangement as: "Inviting different roads to Rome." Underpinning these multiple pathways is a strong New Zealand cultural norm of Tino Rangatiratanga or self-determination.

Core leaders of the Auckland Intermediate Schools network are in the process of documenting their developments and have agreed to share their thinking in this report to give readers a sense of what the networks are doing and why.

**Summary Documentary of a Learning and Change Network in New Zealand
Auckland Intermediate Schools
Colin Dale, Jill Farquharson, Howard Perry
Supported by Jean Annan, Woolf Fisher Research Centre affiliate**

At the beginning of 2012, principals from about 20 Auckland intermediate schools met with the Ministry's national manager with an interest to form a pilot learning and change network. Agreement between the principals and Ministry was quickly reached around their interest to lift student writing as a priority achievement challenge and, more broadly, to lift the profile of intermediate schooling across Auckland. A facilitator from UniServices/The University of Auckland was contracted to support the network leaders to get their network started. The first couple of network meetings focused on marrying together the interests of the principals and the Ministry's policy goals and the facilitator's views about how to operate as a network. Those views focused on communities-of-practice methodology and an appreciative view participant capability to work through a process of learning and change that would benefit priority learners.

Those early theory sessions were tough going for the practically-oriented school leaders but enthusiasm reignited as the participant schools started on three tasks to learn what to change; (i) identify a priority achievement

challenge, (ii) map the current situation surrounding the achievement challenge and, (iii) analyse the practices of the students, teachers, leaders and families involved in the current situation surrounding the achievement challenge.

Identification of the priority achievement challenge commenced with principals and lead teachers discussing at a network leader meeting what they thought the students found hard when learning to write. They also predicted what the students would say. Then the leaders went back to their schools to ask the students, the students' teachers and their families what they thought the challenge was around writing. After those in-school discussions, the leaders arranged a series of across-school visits to see if there were any common trends and patterns in the discussions.

At the next network leader meeting, the leaders shared a rich tapestry of challenges around student writing. It was at this point that the leaders started to understand what an appreciative approach was all about. To their surprise, students struggling to write were highly capable of discussing what they found hard and why. If they could articulate their struggles, they were probably equally capable of taking responsibility to address those struggles. On that thought, the facilitator set up the network leaders to go back to their schools to map the current situation surrounding the writing challenges and to investigate the practices of the people involved in the map.

As those analytic tasks were completed, the network leaders were encouraged by the facilitator to identify trends and patterns in the discussions, diagrams and templates that pointed to priorities for change. Student motivation was signaled as an overarching high priority and school plans reflected nuances under that umbrella theme.

Preparation of school plans and thinking about an overall network plan was a turning point for the network leaders. The three principals had secured themselves as core leaders during the understanding phase and took over the facilitator's role to finalize the plans with participant schools. The facilitator was repositioned into a support role, meeting the core leaders in a café from time to time to listen to developments and offer advice. One observation was that the school-based plans tended to assume participants' high interest in growing student agency in the writing process. They had talked a lot about that point but it the plans did not reflect that talk.

In response to that feedback and on-going in-depth discussions among network participants, which is where a great deal of in-depth planning resided (i.e. in those on-going learning conversations), the leaders decided to form a student-based network within and across participants schools. The within-school networks have been established and the leaders and students are looking forward to across-school network activity among the students in the near future.

Recent reflections from the core leaders towards their network developments are quoted below.

- *It allows a group of eclectic schools to process the challenges they have, in our case writing, and share ideas about how we can impact positively on the achievement of our students by better, more effective handling of the task. We can assess and evaluate the effectiveness on what we do and plan an intervention strategy that is meaningful, authentic to the context of the school, and robust by being open to critique.*
- *The disparate nature of the contexts means that careful consideration, planning and funding mechanisms need to permeate the network so that we can sensitively manage the workload and expectations so that all schools are feeling comfortable and successful in the network.*
- *We have learned so much! We have learnt to listen more actively; to understand the construct of productive methodology; to critique respectfully and sensitively; to be OK about being wrong at times; to use theory well but not allowing it to dominate the practicality and reality of each context.*

*In terms of the five development areas,
Instructional:*

- We realised that we had become far too academic when we use data and are now collecting both quantitative and qualitative data

Organisational:

- Rich conversations occurred that involved active listening, adhering to a productive methodology that developed high levels of relational trust. This allowed for members to critique and challenge on another's practices in a highly interactive way.
- Network became creative in resourcing this strategy in a way that was manageable time-wise, giving consideration to workload, yet holding high expectations for outcomes. We had to be economically creative and often formed sub groups and hold separate meetings in order to carry out specific tasks.
- Creating sub groups meant we had to be adaptive about who needs to be involved on a specific task

Evaluative:

- Weaving the evaluative probes seamlessly has proved challenging as we have realised the importance of collecting data. We need to develop our ability to have critical, challenging conversations around this.

Cultural Understandings

- There are interesting cultural understandings developing. As yet we have not interpreted cultural responsiveness within the teaching of writing, although we have discussed the need for authentic contexts for writing in a culturally responsive way.

Parents Family Whānau

- This has been a difficult aspect for us but we have been hugely influenced and encouraged by our involvement with the Manaikalani network. Our next step is to apply our understandings to our own network.

Development Framework

Those reflective comments from the Auckland Intermediate Network are in line with the five development areas in the Ministry's capability framework (see on page 13) designed for all supplementary supports to schools. The framework is based on government policy, Ministry strategic intent and the best sources of evidence and cutting-edge thinking about what works, particularly for priority learner groups. The five capabilities are: (i) cultural and linguistic responsiveness and inclusiveness, (ii) parents, family and whānau, (iii) instruction, (iv) evaluative capability, and (v) organisational.

The Ministry used the development framework to design a self-review tool to enable network leaders to identify and record their preliminary strengths and needs in each of the capability areas. Iterative and cohesive inquiry and knowledge building cycles should drive the capability building. Leaders of the networks will complete the self-review tool at the end of each phase of development to track their progress against the five capabilities. Of the networks that have completed the capability self-review tool at the end of the Infrastructure phase, we note that the most frequent area of capability building need is the need to build strong and powerful connections with parents family, whānau and communities, followed closely by the need to build evaluative capability.

Five Capabilities at the Integrated Level (Network)

Organisational Capability:

- 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 priority learning and change

Instructional Capability:

- We co construct knowledge about learning goals and responsibility for teaching and learning at all levels of the network;

Classroom Schools Family Whānau Community

- Engagement of parents and whānau and community contribute to the knowledge and exciting solutions in our network
- Network participants have high expectations of all learners including the learners themselves
- We are inclusive and responsive to individual needs

Cultural & Linguistic Responsiveness and Inclusiveness:

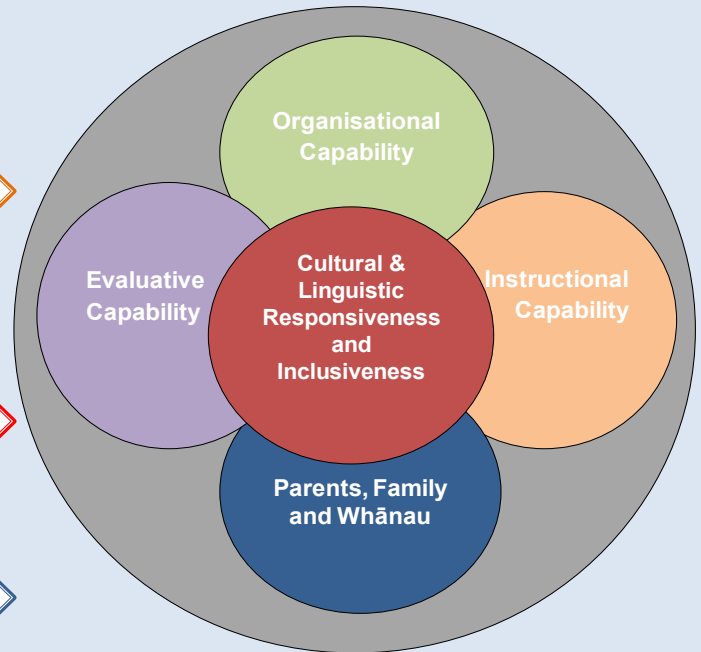
- We promote equity and excellence for Maori and Pasifika learners, learners from low socio-economic backgrounds and learners with special education needs
- We recognise identity, language and culture of every child

Parents, Family and Whānau:

- We intentionally build powerful connections with family, whānau, community and businesses
- We value the knowledge and experience that learners bring from home and whānau
- We create fit for purpose partnerships to address student needs

Evaluative Capability:

- We evaluate our network activity to determine their impact on valued student outcomes
- We gather and analyse valid and reliable data to inform our network discussions





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Resources

The *Learning and Change Network* strategy was allocated NZD \$7m over two years in the Government’s 2011 Budget. This allocation is small compared to the investment that participant schools will contribute to the venture. It is also small alongside the other supports the Ministry provides but has the potential to reach a large number of learners. The Ministry has, in consultation with the provider, extended the provider contract from 30 June to 31 December 2014 based on the need to slow down and grow comprehensive understanding to assure the most useful priorities for change are agreed upon by network participants. The following table shows how the allocation will be spent during the life of the initiative:

Design, implementation and support of the initiative	\$1.5m
Internal staff providing support and monitoring to networks, including staff overheads	\$1.6m
External provider and partner organisations providing support and facilitation to networks	\$3.9m

This allocation will enable up to 60 networks (approximately 500 schools and kura) to be supported.

New reference

UniServices-The University of Auckland, Milestone Report 1 – Learning and Change Networks. Report to the Ministry of Education. Auckland

Past references

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Mourshed, M., Chijioke, C., & Barber, M. et al, (2010). *How the world’s most improved schooling systems keep getting better*. McKinsey, 2010.

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