

## 2015 INTERNATIONAL SUMMIT ON THE TEACHING PROFESSION COUNTRY UPDATE ON 2014 GOALS

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### New Zealand

#### 2014 ISTP Goals

We will work together to raise the status of the New Zealand teaching profession by:

- Establishing a system approach to professional learning communities across the country
  - Making visible the child-centred pathway for each learner from early learning to tertiary
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#### **1. Establishing a system approach to professional learning communities across the country**

In 2014, the Government announced a significant investment in the education system to enable high-quality teaching and leadership practice to be shared widely amongst New Zealand schools and *kura* through the establishment over the next few years of up to 250 Communities of Schools across New Zealand.

New resources have been made available to promote models of systematic collaboration between professionals and across education services, smoother transitions for students within and from one sector to the next and focuses on the whole pathway of learning for children and young people.

Agreement has been reached with the secondary sector unions to facilitate Communities of Schools and new teaching and leadership roles that support professional collaboration.

Already, 11 self-identifying Communities of Schools involving 82 schools have been approved and over 500 schools and Early Childhood Education centres have expressed an interest in forming a Community of Schools. As part of this work, a teacher-led Innovation Fund was established to enable classroom-based research and development of innovative teaching approaches.

The Ministry of Education and the primary sector union, NZEI Te Riu Roa are currently working on a joint initiative to improve outcomes of learners by increasing teacher and educational leadership collaboration and ensure seamless transitions for learners.

## **2. Making visible the child-centred pathway for each learner from early learning to tertiary**

New Zealand is currently taking a dual approach to improving its visible learner-centric pathway. Through various publicly released statistics tables and research reports, we are continuing to provide clear, transparent system performance information from early childhood to tertiary education.

We are also making specific policy interventions to improve learner pathways through the education system. At the early childhood level, we are working to align education centre education curriculum planning and implementation with the early years of schooling, creating a pathway from years 0-8.

Public Achievement Information (PAI) data makes visible the child-centred pathway for each learner from early learning to tertiary. PAI helps parents, *whānau*, *iwi* and schools to understand how the students in their communities are progressing and identify what challenges must be confronted to ensure they excel educationally.

At senior secondary level, we have developed Vocational Pathways which provide clear pathways for students, parents and schools to plan and work towards their desired career or course of study in a manner that is valued by industry groups and tertiary education organisations.

The Vocational Pathways enable students and teachers to align learning outcomes with those valued by industry and tertiary education organisations. The Pathways provide industry groups and tertiary education organisations with confidence that students have the necessary skills to participate in further education or the workplace.