



Community of Learning

Role Selection and Appointment Information

This edition of the guide uses the term ‘Community of Learning’ rather than ‘Community of Schools’. This term better reflects the original intention that a Community focus is on the learner’s pathway and can involve organisations outside the compulsory education sector. The change reflects the more common usage, but the terms are interchangeable and this guide is relevant to all Communities that have signed or sign a Memorandum of Agreement to access the resourcing provided under the Investing in Educational Success (IES) initiative, regardless of the name used by the Community.

Prior to application and/or initiating an appointment process for any of the Community of Learning roles you should review the terms and conditions for the role in the relevant collective agreements and associated guidelines.

This edition continues to use the term ‘teacher (across community) role’ role which is interchangeable with the term ‘between-school teacher’.

The advice in this guide is consistent with that in the previous version, but is updated to include:

1. the addition of New Zealand Educational Institute Te Riu Roa (NZEI) to the organisations endorsing this advice;
2. minor text changes for internal consistency and improved clarity
3. links to the primary, secondary and area school teachers’ and principals’ collective agreements and their associated agreed guidelines; and
4. a link to the Report of the NZEI and Ministry of Education’s Joint Initiative 2015.

Communities should note that there are processes for seeking alternative role arrangements and that they have options including to:

1. allocate up to two leadership expertise allowances to support their Achievement Plan;
2. merge teacher (within-school) roles allocated to primary and area schools into a maximum of two additional (between-school) teacher roles.



Community of Learning

Role Selection and Appointment Information

2 Introduction

3 The Selection Process

- 3 Initial tasks
- 4 The duties of the different parties
- 4 Employing Board of Trustees
- 4 Selection panel members
- 5 Independent Adviser
- 5 Ministry of Education
- 5 NZSTA
- 5 Purpose and functions of the new roles and the National Criteria
- 6 Feedback mechanism
- 6 Role descriptions

6 Community of Learning leadership role

- 6 Role Description

9 Community of Learning teacher (across Community) role

- 9 Role Description

11 Community of Learning teacher (within school) role

- 11 Role Description

Introduction

The Community of Learning initiative includes the establishment of three new roles to facilitate the Community working towards its goals.

These roles are described as:

- Community of Learning leadership role
- Community of Learning teacher (across community) role
- Community of Learning teacher (within school) role

This document provides details for the selection and appointment of these roles, the process to follow, who is involved and their responsibilities. It also provides Role Descriptions for each of the roles and the National Criteria to be met for selection to the roles. The guidelines for the appointment of these roles have been agreed between the Ministry of Education, New Zealand Post Primary Teachers' Association (NZPPTA), New Zealand School Trustees' Association (NZSTA) the Secondary Principals' Association of New Zealand (SPANZ), and the New Zealand Educational Institute (NZEI Te Riu Roa).

Additional information (including the guidelines) and support for Boards on the recruitment process is available at [NZSTA website](http://www.nzsta.org.nz/employer/appointment-process/community-of-learning-recruitment-kits) (<http://www.nzsta.org.nz/employer/appointment-process/community-of-learning-recruitment-kits>).

Specific employment conditions for each role, including possible alternative role arrangements can be found within the relevant collective agreements and associated guidelines.¹

-
- 1 Primary Teachers' Collective Agreement** <http://www.education.govt.nz/assets/Documents/School/Collective-Employment-Agreements/Primary-Teachers-Collective-Agreement/PTCA-2016-2018.pdf>
- Secondary Teachers' Collective Agreement** <http://www.education.govt.nz/assets/Documents/School/Collective-Employment-Agreements/Secondary-Teachers-Collective-Agreement/SecondaryTeachersCA20152018.pdf>
- Secondary Teachers' within school guidelines** <http://www.education.govt.nz/assets/Documents/School/Collective-Employment-Agreements/Secondary-Teachers-Collective-Agreement/STCACoSwithin30092014.pdf>
- Secondary Teachers' across community guidelines** <http://www.education.govt.nz/assets/Documents/School/Collective-Employment-Agreements/Secondary-Teachers-Collective-Agreement/STCACoSacross30092014.pdf>
- Area School Teachers' Collective Agreement** <http://www.education.govt.nz/assets/Documents/School/Collective-Employment-Agreements/Area-School-Teachers-Collective-Agreement/ASTCA-2016-2019.pdf>
- Area School Teachers' within school guidelines** <http://www.education.govt.nz/assets/Documents/School/Collective-Employment-Agreements/Area-School-Teachers-Collective-Agreement/ASTCACwithin29042016.pdf>
- Area School Teachers' across community guidelines** <http://www.education.govt.nz/assets/Documents/School/Collective-Employment-Agreements/Area-School-Teachers-Collective-Agreement/ASTCACacross29042016.pdf>
- Primary Principals' Collective Agreement** <http://www.education.govt.nz/assets/Documents/School/Collective-Employment-Agreements/Primary-Principals-Collective-Agreement/Primary-Principals-Collective-Agreement-2016-2018.pdf>
- Secondary Principals' Collective Agreement** <http://www.education.govt.nz/assets/Documents/School/Collective-Employment-Agreements/Secondary-Principals-Collective-Agreement/SPCA-2016-2019.pdf>
- Secondary Principals' community leadership role guidelines** <http://www.education.govt.nz/assets/Documents/School/Collective-Employment-Agreements/Secondary-Principals-Collective-Agreement/SPCACSLR300914.pdf>
- Area School Principals' Collective Agreement** <http://www.education.govt.nz/assets/Documents/School/Collective-Employment-Agreements/Area-School-Principals-Collective-Agreement/ASPCA-2016-2019.pdf>
- Area School Principals' community leadership role guidelines** <http://www.education.govt.nz/assets/Documents/School/Collective-Employment-Agreements/Area-School-Principals-Collective-Agreement/ASPCACLR170516.pdf>

The Selection Process

The selection and appointment of kaiako/teachers and tumuaki/principals to the new roles is one of the most important tasks for Communities of Learning. This process is about identifying the kaiako/teachers and professional leaders with the most appropriate expertise, skills and knowledge to help lift the practice of their colleagues in order to meet the agreed achievement challenges for each Community of Learning. As such, the effectiveness of these appointees will be critical to the success of the Community of Learning in lifting ākonga/student achievement. They will be working to build effective professional relationships that enable collaboration, problem solving and shared commitment. It will be important that the process followed has the support of the Community of Learning, and the families and whānau that make up the school's wider community. Every kura/school and all the tumuaki/principals and kaiako/teachers in the Community will need to support those people appointed to the new roles if they are to be successful.

All applicants must be assessed as having met the relevant National Criteria for each role before they can be appointed. They should also have the specific skills and knowledge needed to be effective in their Community of Learning.

Initial tasks

Each Community of Learning needs to complete a number of setup tasks for the selection process.

- 1. Agree the selection process to be followed:** Although there are elements that must be included in the process, the Community needs to determine and agree how the process will be run; for example: how the call for applications will be released, what information will be provided to prospective applicants, how the short-listing and interviews will be managed, and how to identify and handle any perceived or actual conflicts of interest. The process must adhere to the Community of Learning Privacy Protocol as in *Guide for Schools and Kura Appendix 1*.
- 2. Agree the local criteria for applicants:** Each selection panel will use two sets of criteria to evaluate applications for each new role – National Criteria and local criteria. National Criteria have been developed, to be used by every Community of Learning to evaluate applications for the new roles. These criteria reflect the values, knowledge and capabilities needed for effective practice in each of the new roles. In addition, each Community of Learning should decide its own local criteria to supplement the National Criteria. The local criteria must be appropriate to ensuring the successful applicant has expertise appropriate to the particular context of the Community, its ākonga / students, change priorities and achievement challenges.
- 3. Form a selection panel:** The Community of Learning will need to decide on the composition of the selection panel to appoint these new roles. When making these decisions it is important to:
 - ensure the panel includes representatives from Boards of Trustees and tumuaki/principals
 - includes at least one adviser from the New Appointments National Panel of Independent Advisers (for Community of Learning leadership and teacher (across community) roles only)
 - effectively manages any conflict of interest (potential and actual) by, for example, ensuring that applicants for a role are not on the panel considering other applicants for the same role.
- 4. Engage an Independent Adviser:** The Chair of the New Appointments National Panel (the Panel) maintains a register of the profiles, location and availability of independent advisers for Community of Learning leadership role and Community of Learning teacher (across community) role selections. When a Community of Learning's Memorandum of Agreement is signed, the Ministry will advise the Chair of the Panel of the Agreement and who the Community's contact person is. The Panel Chair will then liaise with the Community of Learning about the availability of appropriate adviser(s) for the Community of Learning selection panel. Decisions about the appropriate adviser(s) will take into consideration:
 - geographic proximity, capabilities and characteristics of panel members
 - knowledge and understanding of the Community of Learning context and the shared achievement challenges plan
 - the timing of the selection panel in relation to existing commitments of appropriate advisers
 - managing any possible conflicts of interest.

The duties of the different parties

There are a number of different parties involved in the selection and appointment process.

The parties involved are:

- Employing Board of Trustees
- Community of Learning selection panel
 - Independent Adviser; New Appointments National Panel
 - Community of Learning leadership role: once appointed, this role becomes a member of the selection panel for the appointment of the Community of Learning teacher (across community) roles.

The Ministry of Education and NZSTA, while not involved in the selection and appointment processes, can provide information, advice and support for the parties as needed.

Employing Board of Trustees

The employing Board of Trustees remains the employer and therefore has responsibility for appointing each tumuaki/principal or kaiako/teacher that has been selected for the new roles. The employing Board of Trustees appoints the successful applicants to the Community of Learning leadership role and the Community of Learning teacher (across community) role as advised and affirmed by the selection panel and endorsed by the independent adviser as meeting the National Criteria.

The Board must consider whether to give its consent to any member of their staff applying for a Community of Learning leadership or across community teacher role. This ensures the Board is aware of, and is willing to accept and support its principal or teacher to effectively carry out the functions of the new role should they be a successful applicant.

With regard to the Community of Learning teacher (within school) role, the employing Board of Trustees has sole responsibility for the selection and appointment of kaiako/teachers from its kura/school into this role. However, it may choose to involve others from within the Community and the selection process, as appropriate, particularly the incumbent of the Community's leadership role.

Boards should be aware of the Community of Learning goals as agreed in the shared achievement challenges plan. This will help it decide which of its staff has the appropriate skills and knowledge needed to achieve the Community's objectives. This will mean considering what is best for all the kura/schools and ākonga/students in the Community of Learning as well as what is in the interests of each kura/school and its ākonga/students.

Selection panel members

Members of the selection panel will be agreed by the Community of Learning and will use their knowledge, skills and experience to select the person best suited to the Community of Learning leadership role and the Community of Learning teacher (across community) role. They will reach a decision based on their assessment of the applicants against the local criteria developed by the Community of Learning and the National Criteria with the advice of the independent adviser.

Selection panel members will need to be familiar with the purpose and functions of the roles they are selecting people for, the relevant National Criteria, the local criteria their Community of Learning has agreed and the Community of Learning achievement challenges and plans. This information will underpin the judgments they make about applicants and will be the reference points for their evaluation of the evidence presented by each applicant.

The selection panel will advise the preferred applicants employing Board of Trustees of the outcome of its process. The successful applicant's own Board will then make the appointment, providing it agrees to it. The panel members may choose to select a chairperson for their group to lead their process and who may act as their spokesperson for the group, including the delegated authority to sign-off the advice they provide to the preferred applicant's employing Board of Trustees.

It is expected that the selection and appointment process will be formative, in that all applicants will receive feedback as to why they were or were not successful. The panel members should maintain a transparent record of their decision making processes, this will aid in the provision of feedback and also ensure any questions around the process can be answered (refer Feedback Mechanism on page 5).

Independent Adviser

The independent advisers are a pool of people on the New Appointments National Panel. This panel has been appointed through a process involving the Ministry of Education, and its sector partners. The panel members are contracted by the Ministry of Education to provide a service to Community of Learning selection panels and to support appraisal, review and reappointment of people in these roles. They are managed by a panel chair.

The key responsibility of the independent advisers is to ensure those appointed to the new roles have met the relevant National Criteria for the role. The independent advisers have the requisite knowledge and expertise to affirm that applicants have satisfactorily shown that they meet the National Criteria. They will participate as members of selection panels for the Community of Learning leadership role and Community of Learning teacher (across community) role.

The independent advisers provide expertise in evaluation of teacher and leadership practice, and should provide guidance and support to the selection panel about how to make quality assessments of applications. However, they do not have any authority to direct the selection panel other than to affirm that the applicant does or does not meet the National Criteria. They will be bound to respect the confidentiality of discussion within the selection panel.

The Chairperson of the New Appointments National Panel oversees the operation and effectiveness of the independent adviser and supports the independent advisers to build and maintain national consistency across the judgments they make.

Ministry of Education

The Ministry is available to support the Community of Learning to develop its selection processes and its local selection criteria for the roles. It will do this by ensuring staff from the local office are available to answer questions, facilitate discussion, and by providing relevant data and evidence.

Once the Ministry receives notification of the new appointment through the usual payroll notification process, it is recorded and all the associated staffing resources and funding are provided to the employing schools.

NZSTA

The NZSTA will be available to support the process through resources and its Employment Advisers.

Purpose and functions of the new roles and the National Criteria

The Investing in Educational Success (IES) Working Group commissioned a Professional Standards Writing Group (the Writing Group); to identify the knowledge, skills and understanding needed to be effective in each of the three new roles proposed within the IES initiative. The Writing Group developed National Criteria to support the selection of applicants to these roles, locating these criteria within a broad professional standards framework.

The Writing Group took into account:

- the general intent of the IES initiative and the purpose and functions of the three new roles, as agreed by the IES Working Group and as indicated in its report
- the Best Evidence Synthesis (BES) work, particularly the four interdependent key influences on change identified in the BES work as important at all levels of the system for sustained positive change. These are:
 - leadership of conditions for continuous improvement;
 - productive inquiry and knowledge-building for professional and policy learning;

- effective pedagogy for valued outcomes for diverse (all) learners
- activation of educationally powerful connections
- the Registered Teachers Criteria (RTC's) and associated documents (e.g. Tataiako).

Feedback mechanism

In line with the recommendation of the Writing Group, it is expected that there will be a feedback mechanism within the selection and appointment processes for all applicants for all three roles. This should include feedback about the National Criteria (and local criteria where relevant) against which they have been considered and related to the evidence they have produced in support of their application. This should happen for all applicants whether the applicant meets the criteria or not and whether they are successful in appointment to the role or not. For successful applicants, this feedback should be used in formulating a development plan for appraisal whilst they are in the role.

Role descriptions

The following section sets out the purpose and functions expected of each role and the relevant National Criteria against which applicants are to be assessed.

The role descriptions have been created in agreement between the Ministry of Education and its sector partners. The descriptions set out the purpose and functions to be carried out in every situation. However, the local setting and the needs of the specific Community of Learning in which the roles operate will determine how these functions are enacted in the local context. Each Community of Learning will need to include the local expectations and criteria it has agreed for its Community. These will provide the additional contextual requirements, alongside the National Criteria, for the roles in each specific Community.

Community of Learning leadership role

Role Description

This role is established to offer leadership in building productive collaboration within Communities of Learning (Community of Learning). This is a critical role that helps Community of Learning develop and meet its shared ākonga/student achievement challenges.

As well as modelling highly effective practice in their own school, the person in the Community of Learning leadership role will facilitate collaborative, professional activities across their Community of Learning. They will play a lead role in planning, coordinating and facilitating the work of the Community of Learning as a whole and the other Community kaiako/teacher roles.

Before being able to be considered for the position, applicants must meet the following common pre-requisites:²

- current employment within the Community of Learning
- a current practising certificate
- recent experience as a senior leader
- met professional standards relevant to their current position.³

2 Prior to application and/or initiating an appointment process for any of the roles you should review the terms and conditions for the role in the relevant collective agreement and associated guidelines.

3 An additional pre-requisite for primary principals is that they have met the Experienced Principal Criteria of the Primary Principals' Career Structure.

The purpose and function established with sector partners (from the Working Group report) are:

| Purpose | Function |
|---|---|
| Offering leadership in building productive collaboration within Communities of Learning. | <ul style="list-style-type: none"> Establish strong links, through the principal or Tumuaki, with each kura/school in the Community of Learning. Identify, with leaders within the Community of Learning, any specialist expertise needed to support: <ul style="list-style-type: none"> the development of a shared culture of collaboration responsiveness to cultures within the Community of Learning. Facilitate agreement within the Community of Learning about the structures and processes that will be used to: <ul style="list-style-type: none"> manage and coordinate (resources and activities) make Community of Learning decisions develop cohesiveness amongst all involved strengthen participation of students, parents, family, whānau and wider community promote student achievement and well-being. Use the Community of Learning's shared achievement challenges plan to establish clarity of roles, responsibilities and accountabilities between schools and the Community of Learning, including respective responsibilities for representing the Community of Learning as a whole and in relation to the community plan in each kura/school. Work with kura/school leaders to ensure the coordination of the activities of the schools or kura in meeting the objectives of their shared achievement challenges plan. Promote collective responsibility for student achievement and well-being within schools and kura and across the Community of Learning. |
| Facilitating the agreement of shared achievement objectives. | <ul style="list-style-type: none"> Support kura/school leaders to identify potential shared long-term and short-term achievement objectives. Facilitate with kura/school leaders and Boards the development and implementation of the agreed shared achievement challenges plan. Offer advice to kura/school leaders within the Community of Learning to support the objectives of the plan. Together with kura/school leaders and teachers identify the knowledge and skills that teachers and leaders need in each kura/school and across the Community in order to meet the needs of students in relation to the shared achievement objective. Facilitate planning, with the other kura/school leaders in the Community, to strategically allocate the resources of teaching expertise and Inquiry Time. Coordinate the activities of the schools and kura in meeting the objectives of the plan. Work with kura/school leaders to develop a shared approach to reporting on progress. Report on overall progress on the shared achievement challenges plan. |
| Supporting the professional growth of leaders and teachers. | <ul style="list-style-type: none"> Facilitate agreement among kura/school leaders about the design and approaches to the professional learning and development that will develop the new skills and knowledge that is needed, in particular the contributions from teacher (across community) role and teacher (within school) role. Liaise with kura/school leaders on matters relating to the use and management of teacher (across community) role and teacher (within school) role and Inquiry Time. |
| Offering leadership in the use of professional expertise across schools to meet shared achievement objectives in collaboration with other tumuaki/principals in the Community. | <ul style="list-style-type: none"> Confirm, together with kura/school leaders and teachers, expertise that will be drawn from within the Community of Learning in order to develop the knowledge and skills of teachers to reach shared objectives. Work with kura/school leaders and Boards in the Community of Learning in the selection process for teacher (across community) role and teacher (within school) role, from within the Community of Learning, with external advice as appropriate. Participate with others in the learning and development of teachers and leaders. |

The National Criteria for the Community of Learning leadership role, as developed by the Professional Standards Writing Group, are:

Domain: Professional Knowledge in Practice - Ako

| Focus Area | Broad Standards | National Criteria:- Applicant demonstrates successful practice and understanding of: |
|--|---|---|
| Bicultural knowledge and practice | Across a Community of Learning, leads and develops expertise in leadership and teaching in bicultural and/or bilingual Aotearoa New Zealand to achieve the strategic direction to support improved* outcomes for Māori students. | <ul style="list-style-type: none"> • Implications and applications of the Treaty of Waitangi in New Zealand across a range of educational settings. • Māori enjoying and achieving educational success as Māori. • Leading collaboratively on strategic bicultural initiatives. |
| Planning for Success | Coordinates and leads collective evidence-based inquiry processes to plan, implement and review effectiveness in progressing Community of Learning goals to improve* outcomes for diverse (all) learners.*** | <ul style="list-style-type: none"> • Leading negotiations across a range of views on development of collaborative plans and evidence-based cycles of collective inquiry that have resulted in improved* outcomes for diverse (all) learners.** |
| Effective teaching and learning | Leads strategic change across the Community of Learning that strengthens leadership and teaching capability consistent with the current and relevant research evidence to support the learning and achievement** of every student in ways that recognise their identity, language and culture. | <ul style="list-style-type: none"> • Leading major change with colleagues using current and relevant research evidence to improve leadership and teaching capability to support every student to learn and achieve** in ways that recognise their identity, language and culture. |
| Professional learning | Works responsively with colleagues, across the Community of Learning, to identify leaders' and teachers' professional learning strengths and needs using a range of evidence, and works collaboratively to develop their capabilities to improve* leadership, teaching, and learning outcomes for diverse (all) learners***, within the context of Community of Learning goals. | <ul style="list-style-type: none"> • Using a range of evidence to collaboratively identify professional learning strengths and needs of self and others and to monitor progress towards goals. • Leading collaborative professional learning approaches that improve* outcomes for diverse (all) learners.*** |

Domain - Professional Relationships, Values And Engagement - Mahi Tahi

| Focus Area | Broad Standards | National Criteria:- Applicant demonstrates successful practice and understanding of: |
|----------------------|--|--|
| Values | Is open-minded, respects and values the culture, knowledge and expertise of others, shows a willingness to learn and understands their own agency in promoting teaching and learning for all. | <ul style="list-style-type: none"> • Respecting and valuing the culture, knowledge and expertise of others. • Taking agency for own professional development to improve teaching and learning. |
| Relationships | Demonstrates openness to learning and constructive problem-solving to build and maintain relationships of challenge, trust and respect within and across the Community of Learning and its home/iwi communities, and beyond the Community of Learning. | <ul style="list-style-type: none"> • Being open to collaborative learning and constructive problem-solving. • Building and maintaining relationships of challenge, trust and respect. |
| Engagement | Activates and develops educationally powerful connections towards shared goals across the Community of Learning and its communities, and beyond the Community of Learning. | <ul style="list-style-type: none"> • Leading and sustaining educationally powerful connections within the school and across the Community of Learning and its communities to develop and realise shared goals that lead to improved student outcomes. |

* 'Improve' / 'improved' should be read as consistent with the general intent of the IES initiative to support system-wide improvement through both 'shift' and 'lift' and the BES meaning of 'improvement' as "optimising ongoing educational improvement in valued outcomes for diverse (all) learners with a priority for accelerated improvement for learners who have been underserved in their education or disadvantaged".⁴

4 Adrienne Alton-Lee (2012) The Use of Evidence to Improve Education and Serve the Public Good. Paper prepared for the New Zealand Ministry of Education and the annual meeting of the American Educational Research Association, Vancouver, Canada (April 2012).

***'Achievement' should be understood to mean: valued outcomes as set out in The New Zealand Curriculum and/or Te Marautanga o Aotearoa and/or Te Aho Matua o ngā Kura Kaupapa Māori o Aotearoa and/or Te Piko o te Mahuri including student achievement [definition of achievement from the IES Working Group Report⁵ Part One p.24]

***The term 'diverse (all) learners' recognises: "diversity and difference as central to the classroom endeavour and central to the focus of quality teaching ... diversity encompasses many characteristics including ethnicity, socio-economic background, home language, gender, special needs, disability, and giftedness...teaching needs to be responsive to diversity within ethnic groups, for example, diversity within Pakeha, Māori, Pasifika and Asian

students ... We also need to recognise the diversity within individual students influenced by intersections of gender, cultural heritage(s), socio-economic background, and talent. Evidence shows teaching that is responsive to student diversity can have very positive impacts on low and high achievers at the same time ... [interdependent research-based characteristics of quality teaching] ... draw upon evidence-based approaches that assist teachers to meet this challenge"⁶

Community of Learning teacher (across community) role

Role Description

This new role supports kaiako/teachers who have demonstrated highly effective practice available to colleagues across their Community of Learning. Those in the role will focus on improving teaching practices in order to meet the shared achievement challenges. The Community of Learning kaiako/teachers will use their expertise to work with colleagues to identify and address professional practice issues. They will work closely with the Community of Learning leadership role to focus their efforts on meeting the Community of Learning shared achievement challenges.

Before being able to be considered for the position, applicants must have:

- current employment as a kaiako/teacher within the Community of Learning
- a current practising certificate
- recent educational leadership experience relevant to the role
- met professional standards relevant to their current position.

The purpose and function established with sector partners (from the Working Group report) are:

| Purpose | Function |
|---|---|
| Promoting best teaching practice across a Community of Learning | <ul style="list-style-type: none"> • Retain significant (definition to be confirmed) teaching responsibility. • Within their own school as agreed with the kura/school, Board and leadership role in order to retain currency and credibility. • Promote cross-kura/school Teacher-led Innovation Fund proposals. • Identify expertise which needs to be developed or linked across the Community of Learning. • Support kura/school leaders to implement the agreed actions in the Community of Learning's plan. • Liaise with other teaching and learning support roles provided within, or to, schools and kura in the Community of Learning. • Coordinate the implementation of the shared achievement challenges plan with the leadership role, other teacher (across community) roles, teacher (within school) roles and other relevant teaching and support staff within the Community of Learning. |
| Strengthening the use of effective inquiry approaches to teaching and learning across schools to achieve the shared achievement objectives | <ul style="list-style-type: none"> • Lead, at the request of the kura/school leaders, learning groups within the Community of Learning, including those focused on 'teaching as inquiry'. • Provide and lead structured opportunities, based on the evidence of best practice, for teachers in their Community of Learning to support and assist the ongoing development of effective approaches to 'teaching as inquiry'. |

5 <http://www.minedu.govt.nz/theMinistry/EducationInitiatives/InvestingInEducationalSuccess/Report.aspx>

6 Adrienne Alton-Lee (June 2003) Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis - accessible at: <http://www.educationcounts.govt.nz/publications/series/2515/5959>

The National Criteria for the Community of Learning teacher (across community) role, as developed by the Professional Standards Writing Group, are:

| Domain: Professional Knowledge in Practice - Ako | | |
|---|--|---|
| Focus Area | Broad Standards | National Criteria:- Applicant demonstrates successful practice and understanding of: |
| Bicultural knowledge and practice | Leads the development of expertise across the Community of Learning in teaching in bicultural and/or bilingual Aotearoa New Zealand, consistent with the Treaty of Waitangi, to support improved* outcomes for Māori students. | <ul style="list-style-type: none"> • Implications and applications of the Treaty of Waitangi in New Zealand educational settings. • Māori enjoying and achieving educational success as Māori. • Working collaboratively on bicultural initiatives. |
| Planning for success | Leads and works with colleagues to plan, implement and coordinate evidence-based cycles of inquiry that lead to improved* outcomes for diverse (all) learners within the school and across schools within the context of Community of Learning goals. | <ul style="list-style-type: none"> • Negotiating across a range of views on development of collaborative plans and evidence-based cycles of teacher inquiry that have resulted in improved* outcomes for diverse (all) learners.*** |
| Effective teaching and learning | Leads and works with colleagues within and across schools to develop expertise consistent with current and relevant research evidence that strengthens teaching to support the learning and achievement** of every student in ways that recognise their identity, language and culture. | <ul style="list-style-type: none"> • Leading change with colleagues using current and relevant research evidence to support every student to learn and achieve** in ways that recognise their identity, language and culture. |
| Professional learning | Works responsively with colleagues within the school and across the Community of Learning to identify professional learning strengths and needs using a range of evidence, and works collaboratively to develop their capabilities to improve* teaching, and learning outcomes for diverse (all) learners***, within the context of Community of Learning goals. | <ul style="list-style-type: none"> • Using a range of evidence to identify professional learning strengths and needs and to monitor progress towards goals. • Facilitating collaborative professional learning approaches that improve* outcomes for diverse (all) learners.*** |

| Domain - Professional Relationships, Values And Engagement - Mahi Tahi | | |
|---|---|--|
| Focus Area | Broad Standards | National Criteria:- Applicant demonstrates successful practice and understanding of: |
| Values | Is open-minded, respects and values the culture, knowledge and expertise of others, shows a willingness to learn and understands their own agency in promoting teaching and learning for all. | <ul style="list-style-type: none"> • Respecting and valuing the culture, knowledge and expertise of others. • Taking agency for own professional development to improve teaching and learning. |
| Relationships | Demonstrates openness to learning and constructive problem-solving to build and maintain relationships of challenge, trust and respect within their school and home/ iwi communities, and across the Community of Learning. | <ul style="list-style-type: none"> • Being open to collaborative learning and constructive problem-solving. • Building and maintaining relationships of challenge, trust and respect. |
| Engagement | Activates and develops educationally powerful connections towards shared goals within the school and across the Community of Learning and its communities. | <ul style="list-style-type: none"> • Creating and sustaining educationally powerful connections within the school, across the Community of Learning and with parents and whānau that lead to improved student outcomes. |

* 'Improve' / 'improved' should be read as consistent with the general intent of the IES initiative to support system-wide improvement through both 'shift' and 'lift' and the BES meaning of 'improvement' as "optimising ongoing educational improvement in valued outcomes for diverse (all) learners with a priority for accelerated improvement for learners who have been underserved in their education or disadvantaged"⁷

7 Adrienne Alton-Lee (2012) The Use of Evidence to Improve Education and Serve the Public Good. Paper prepared for the New Zealand Ministry of Education and the annual meeting of the American Educational Research Association, Vancouver, Canada (April 2012).

*****'Achievement' should be understood to mean: valued outcomes as set out in The New Zealand Curriculum and/or Te Marautanga o Aotearoa and/or Te Aho Matua o ngā Kura Kaupapa Māori o Aotearoa and/or Te Piko o te Mahuri including student achievement [definition of achievement from the IES Working Group Report⁸ Part One p.24]**

*****The term 'diverse (all) learners' recognises: "diversity and difference as central to the classroom endeavour and central to the focus of quality teaching ... diversity encompasses many characteristics including ethnicity, socio-economic background, home language, gender, special needs, disability, and giftedness...teaching needs to be responsive to diversity within ethnic groups, for example, diversity within Pakeha, Māori, Pasifika and Asian**

students ... We also need to recognise the diversity within individual students influenced by intersections of gender, cultural heritage(s), socio-economic background, and talent. Evidence shows teaching that is responsive to student diversity can have very positive impacts on low and high achievers at the same time ... [interdependent research- based characteristics of quality teaching] ... draw upon evidence-based approaches that assist teachers to meet this challenge"⁹

Community of Learning teacher (within school) role

Role Description

This new role will provide a dedicated point of reference for kaiako/teachers as they grapple with problems of practice in order to lift ākonga/student achievement. The role will offer a guide for kaiako/teachers as they develop their own capabilities by making explicit effective approaches to teaching as inquiry. Kaiako/teachers in this new role will demonstrate and discuss how they draw on a range of professional resources to adapt what they do and incorporate innovative strategies in response to ākonga/student needs and strengths. They will work directly with other kaiako/teachers including those who come from other kura/schools in their Community of Learning to help identify and respond to challenges in practice and support Community of Learning objectives.

Before being able to be considered for the position, applicants must meet the following pre-requisites:

- current employment as a kaiako/teacher within the school
- a current practising certificate
- recent teaching experience relevant to the role
- met professional standards relevant to their current position

The purpose and function established with sector partners (from the Working Group report) are:

| Purpose | Function |
|--|--|
| Promoting best teaching practice within a school. | <ul style="list-style-type: none"> • Retain significant (definition to be confirmed) teaching responsibility. • Within their own school as agreed with the kura/school, Board and leadership role in order to retain currency and credibility. • Promote cross-kura/school Teacher-led Innovation Fund proposals. • identify expertise which needs to be developed or linked across the Community of Learning. • Support kura/school leaders to implement the agreed actions in the Community of Learning's plan. • Liaise with other teaching and learning support roles provided within, or to, schools and kura in the Community of Learning. • Coordinate the implementation of the shared achievement challenges plan with the leadership role , other teacher (across community) roles, teacher (within school) roles and other relevant teaching and support staff within the Community of Learning. |
| Strengthening the use of effective inquiry approaches to teaching and learning across schools to achieve the shared achievement objectives. | <ul style="list-style-type: none"> • Lead, at the request of the kura/school leaders, learning groups within the Community of Learning, including those focused on 'teaching as inquiry'. • Provide and lead structured opportunities, based on the evidence of best practice, for teachers in their Community of Learning to support and assist the ongoing development of effective approaches to 'teaching as inquiry'. |

⁸ <http://www.minedu.govt.nz/theMinistry/EducationInitiatives/InvestingInEducationalSuccess/Report.aspx>

⁹ Adrienne Alton-Lee (June 2003) Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis - accessible at: www.educationcounts.govt.nz/publications/series/2515/5959

The National Criteria for the Community of Learning teacher (within school) role, as developed by the Professional Standards Writing Group, are:

| Domain: Professional Knowledge in Practice - Ako | | |
|---|--|---|
| Focus Area | Broad Standards | National Criteria:- Applicant demonstrates successful practice and understanding of: |
| Bicultural knowledge and practice | Leads the development of expertise across the Community of Learning in teaching in bicultural and/or bilingual Aotearoa New Zealand, consistent with the Treaty of Waitangi, to support improved* outcomes for Māori students. | <ul style="list-style-type: none"> • Implications and applications of the Treaty of Waitangi in New Zealand educational settings. • Māori enjoying and achieving educational success as Māori. • Working collaboratively on bicultural initiatives. |
| Planning for success | Leads and works with colleagues to plan, implement and coordinate evidence-based cycles of inquiry that lead to improved* outcomes for diverse (all) learners within the school and across schools within the context of Community of Learning goals. | <ul style="list-style-type: none"> • Negotiating across a range of views on development of collaborative plans and evidence-based cycles of teacher inquiry that have resulted in improved* outcomes for diverse (all) learners.*** |
| Effective teaching and learning | Leads and works with colleagues within and across schools to develop expertise consistent with current and relevant research evidence that strengthens teaching to support the learning and achievement** of every student in ways that recognise their identity, language and culture. | <ul style="list-style-type: none"> • Leading change with colleagues using current and relevant research evidence to support every student to learn and achieve** in ways that recognise their identity, language and culture. |
| Professional learning | Works responsively with colleagues within the school and across the Community of Learning to identify professional learning strengths and needs using a range of evidence, and works collaboratively to develop their capabilities to improve* teaching, and learning outcomes for diverse (all) learners***, within the context of Community of Learning goals. | <ul style="list-style-type: none"> • Using a range of evidence to identify professional learning strengths and needs and to monitor progress towards goals. • Facilitating collaborative professional learning approaches that improve* outcomes for diverse (all) learners.*** |

| Domain - Professional Relationships, Values And Engagement - Mahi Tahi | | |
|---|--|--|
| Focus Area | Broad Standards | National Criteria:- Applicant demonstrates successful practice and understanding of: |
| Values | Is open-minded, respects and values the culture, knowledge and expertise of others, shows a willingness to learn and understands their own agency in promoting teaching and learning for all. | <ul style="list-style-type: none"> • Respecting and valuing the culture, knowledge and expertise of others. • Taking agency for own professional development to improve teaching and learning. |
| Relationships | Demonstrates openness to learning and constructive problem-solving to build and maintain relationships of challenge, trust and respect within their school and home/iwi communities, and across the Community of Learning. | <ul style="list-style-type: none"> • Being open to collaborative learning and constructive problem-solving. • Building and maintaining relationships of challenge, trust and respect. |
| Engagement | Activates and develops educationally powerful connections towards shared goals within the school and across the Community of Learning and its communities. | <ul style="list-style-type: none"> • Creating and sustaining educationally powerful connections within the school, across the Community of Learning and with parents and whānau that lead to improved student outcomes. |

* 'Improve' / 'improved' should be read as consistent with the general intent of the IES initiative to support system-wide improvement through both 'shift' and 'lift' and the BES meaning of 'improvement' as "optimising ongoing educational improvement in valued outcomes for diverse (all) ākonga/learners with a priority for accelerated improvement for ākonga/learners who have been underserved in their education or disadvantaged"¹⁰

¹⁰ Adrienne Alton-Lee (2012) The Use of Evidence to Improve Education and Serve the Public Good. Paper prepared for the New Zealand Ministry of Education and the annual meeting of the American Educational Research Association, Vancouver, Canada (April 2012).

***'Achievement' should be understood to mean: valued outcomes as set out in The New Zealand Curriculum and/or Te Marautanga o Aotearoa and/or Te Aho Matua o ngā Kura Kaupapa Māori o Aotearoa and/or Te Piko o te Mahuri including ākonga/student achievement [definition of achievement from the IES Working Group Report¹¹ Part One p.24]

***The term 'diverse (all) learners' recognises: "diversity and difference as central to the classroom endeavour and central to the focus of quality teaching ... diversity encompasses many characteristics including ethnicity, socio- economic background, home language, gender, special needs, disability, and giftedness...teaching needs to be responsive to diversity within ethnic groups, for example, diversity within Pakeha, Māori, Pasifika and Asian students ... We also need to recognise the diversity within individual students influenced by intersections of gender, cultural heritage(s), socio-economic background, and talent. Evidence shows teaching that is responsive to ākonga/student diversity can have very positive impacts on low and high achievers at the same time ... [interdependent research- based characteristics of quality teaching] ... draw upon evidence-based approaches that assist kaiako/teachers to meet this challenge" ¹²

11 <http://www.minedu.govt.nz/theMinistry/EducationInitiatives/InvestingInEducationalSuccess/Report.aspx>

12 Adrienne Alton-Lee (June 2003) Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis - accessible at: www.educationcounts.govt.nz/publications/series/2515/5959



www.education.govt.nz

New Zealand Government