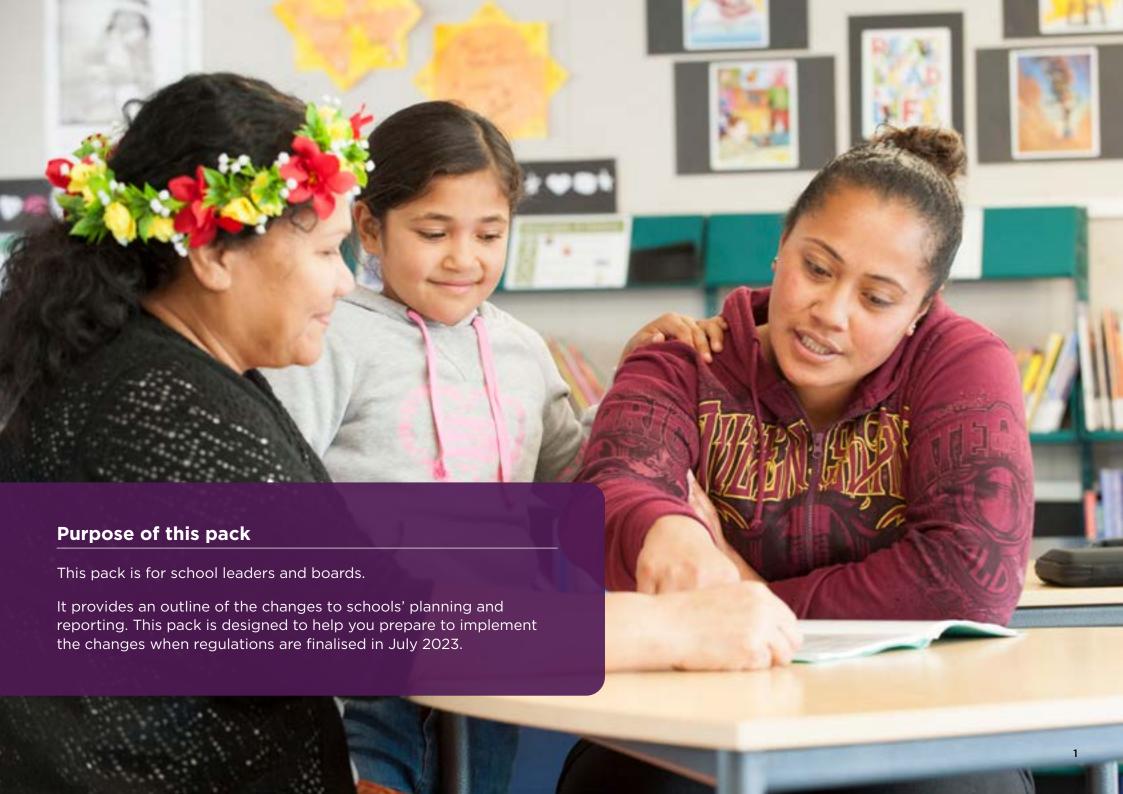


Implementing Te Whakangārahu Ngātahi | Planning Together

Changes to schools' planning and reporting







What are the changes and why are they happening?

Te Whakangārahu Ngātahi aims to improve schools' planning and reporting practices, by having schools and kura working together with their community throughout their planning and reporting processes, to focus on delivering equitable and excellent outcomes for all ākonga.

On 1 January 2023, changes to how schools plan and report came into effect. The key changes are:

- your school or kura charter will be replaced by a three-year strategic plan and an annual implementation plan.
 - Note: It is proposed that the first strategic plan under new regulations be effective from 1 January 2024 and be in place for two years to align with board triennial elections. Strategic plans from 1 January 2026 will be in place for three years.
- Your board must consult your school or kura community when it creates its strategic plan.
- » Strategic plans must work towards achieving your board's primary objectives as set out in s127 of the Education and Training Act 2020.

Board objectives

- National Education Goals (NEGs) and National Administrative Guidelines (NAGs) ceased to have effect from 1 January 2023.
- » Most requirements from the NEGs and NAGs have shifted into the Education and Training Act 2020, other requirements are in new proposed Regulations, the National Education and Learning Priorities (NELP), and the National Curriculum (some of which will happen through the Curriculum Refresh). Refer to our NEGs and NAGs webpage for details on where each requirement has shifted to.

NEGs and NAGs webpage

- Your board must publish all planning and reporting documents on an internet site so parents, whānau and communities have easy access to the information. Your board's annual report must include a statement of variance (this replaces the analysis of variance).
- » It is proposed that annual reports will also include an evaluation and analysis of student progress and achievement and a report on how the school has given effect to Te Tiriti o Waitangi.

Legislative requirements

You can read the detailed legislative requirements in the Education and Training Act 2020. Here is a quick reference guide showing the relevant sections of the Act:

Schools' Planning and Reporting
Legislation Quick Reference Guide

To get an idea of what the regulations may look like you can view the draft regulations that we publicly consulted on during March 2023. We are currently working to finalise the Regulations by July 2023:

Draft School Planning and Reporting Regulations

How will these changes support other changes in education?

School planning and reporting underpins everything that a school does. Having an effective planning and reporting process, which includes working alongside your community, will put you in a good position to implement other changes.

The diagrams on the next page show how school plans and reports work with the curricula and other legislation.

Legislative Framework and New Zealand Curriculum

The Legislative Framework and New Zealand Curriculum



The New Zealand Curriculum (NZC)

Secondary legislation via gazetting, made under ETA s90, and comprising:

Foundation Curriculum Policy

(Gazette Notice 2009-go8817)

Fach board who has chosen* to implement the NZC must. through the principal and staff. develop a curriculum for Years 1-13 that:

- » is guided by the Vision
- » is underpinned by the Principles
- » ensures the Values are encouraged modelled and explored by students
- » supports students to develop the five Key Competencies.

National Curriculum Statements

(Gazette Notice 2009-go8814)

State schools are to provide teaching and learning programmes based on statements for:

- » The Arts
- » English
- » Mathematics & Statistics
- » Science » Health & Physical Education
- » Social Sciences †
- » Technology

† Updated in Gazette Notice

2022-go4492. Updated in Gazette Notice 2017-go6474.

The Statement of **National Education** & Learning **Priorities (NELP)**

Issued under ETA s5

Board's responsibilities to evaluate and report performance:

- Reporting of individual student performance (to students and their parents).
- Reporting on the performance of the school's students (publicly and to the Ministry).

Requirements of Boards:

- » Objectives of Boards: ETA s127 » Strategic Planning and Reporting
- Requirements: FTA ss138-146
- » Responsibility to consult about the delivery
- of the health curriculum: ETA s91
- » Teaching & Learning Programmes: ETA s164
- » Monitoring & Reporting of Student
- Performance: ETA s165
- » Designated character school
- requirements: FTA s204
- » Regulation 21 of the Education (School Board) Amendment: Regulations 2022

The Education and **Training Act 2020 (ETA)**

Te Tiriti o Waitangi and its principles

* This diagram describes the settings for the NZC. The legislative framework for Te Marautanga o Agreaga is online: Te Marautanga o Agreaga | Kauwhata Reo and Te Marautanga o Aotearoa / Kāinga - TMOA (tki.org.nz) Schools must choose to develop and implement a curriculum based on either the NZC or Te Marautanga o Actearoa. If a school has a bilingual class or classes where Māori is one of the languages of instruction, it may develop and implement a curriculum based on Te Marautanga o Aotearoa for those classes, and on the NZC for the rest of the school, in Gazette Notice: 2009-go8817.

Te Anga Ture me Te Matauranga o Aotearoa



Te Anga Ture me Te Marautanga o Aotearoa



Te marautanga ā-kura

(kua whakatakotoria e te kura, hapori hoki) Ngā Kaupapa Arataki i ngā Kura me ngā Rumaki Reo Māori -Te Aho Matua, ngā whāinga a ngā kura ā-iwi, a ngā kura motuhake me ngā rumaki reo Māori

Tā te kura Mahere Rautaki. Mahere ā-Tau hei Whakatinana, Pūrongo ā-Tau hoki

Te Marautanga o Aotearoa

Ngā ture pāremata-kore kua whakakāhititia, arā:

Tauāki Kaupapahere Marautanga Tūāpapa

(Pānuitanga Kāhiti o Aotearoa 2009-go8817)

Me whakawhanake rawa ia poari kua kōwhiri* ki te whakatinana i Te Marautanga o Aotearoa, mā te mahi tahi ki te tumuaki me ngā kaiako, i tētahi marautanga akoranga mö ngā ākonga tau 1

- ki te tau 13, kia pēnei ai: » hei whāriki mō tētahi kāhua puta e whakahuatia mai ana e te kura, hapori, whānau,
- hapū, iwi » hei whakaŭ i ngā Mātāpono
- » me te pupuri ki ngā uara me ngā waiaro i tautuhia ai e te kura, hapori, whānau, hapū, iwi hei āki, hei whakaatu. hei tömene mä ngä äkonga
- » me te whakapiki i ō rātou ake pitomata reorua.

Ngā Tauākī Marautanga ā-Motu

(Pānuitanga Kāhiti o Aotearoa 2009-go8814)

Me whakarato ngā kura kāwanatanga i ngā hōtaka ako e hāngai ana ki ngā tauākī mō:

- » Te Reo Māori
- » Te Pāngarau
- » Te Hauora » Ngā Tikanga-ā-Iwi
- » Ngā Toi
- » Te Pütajac
- » Te Hangarau ‡
- » Te Reo Pākehā
- » Ngā Rec
- † Kua whakahōutia i te Pānuitanga
- Kāhiti o Aotearoa 2022-go4492. ‡ Kua whakahōutia i te Pānuitanga Kāhiti o Aotearoa 2017-go6474

Te Tauākī o Ngā Whakaarotau Mātauranga, Akoranga ā-Motu hoki (NELP)

I whakaputaina i raro i te ETA s5

Tā te Poari haepapa, he aromātai, he tuku pürongo mō āna mahi, arā:

- He pūrongo mahi ako a te ākonga takitahi (ki taua ākonga me ōna ake mātua).
- He pürongo mahi akoranga a ngā ākonga o te kura (ki te iwi whānui me te Tāhuhu o te Mātauranga).

A te Poari herenga:

- » Ngā Whāinga o te Poari: ETA s127
- » Ngā Herenga Whakamahere Rautaki, Tuku Pürongo hoki: FTA ss138-146
- » He Haepapa Akotahi mō te whakarato
- te marautanga hauora: FTA s91 » Ngā Hōtaka Akoako: ETA s164
- » Te Aroturuki me te Tuku Pūrongo mō ngā
- Mahi Ako a ngā Ākonga: ETA s165 » Ngā Herenga o ngā Kura Motuhake Kua.
- Tautapaina: ETA s204
- » Waeture 21 o te Whakahounga Mātauranga (Poari Kura): Waeture 2022

Te Ture Mātauranga. Whakangungu Hoki 2020 (ETA)

Te Tiriti o Waitangi me ona matapono

* He hoahoa whakaahua tautuhinga tēnei mõ Te Marautanga o Aotearoa. Me kõwhiri rawa ngā kura ki te whakawhanake me te whakatinana i te marautanga i runga ano i Te Marautanga o Aotearoa i te New Zealand Curriculum rănei.

Me he akomanga reorua tō te kura e kawe ana i te reo Māori hei reo whakaako, ka āhei te whakawhanake me te whakatinana i te marautanga i runga anō i Te Marautanga o Aotearoa ki aua akomanga, ā, me te New Zealand Curriculum mō tērā atu wāhanga o te kura, tirohia te Pānuitanga Kāhiti o Aotearoa, 2009-go8817 Kei https://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum te anga ture e pā ana ki te New Zealand Curriculum.

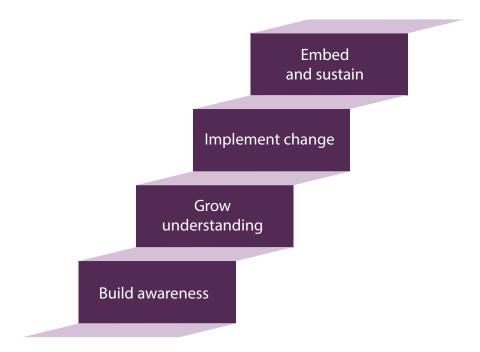
The change process

The change process proceeds in four phases outlined in the diagram below.

Your first strategic plan under the new framework, is proposed to be effective from 1 January 2024 (submitted and published by 1 March 2024).

Te Mahau can support you with building your awareness of the changes, growing your understanding, implementing, and embedding and sustaining the changes. This will be a process of continuous improvement for your school over time.

The change process



Support material and services

In July 2023 Te Mahau will publish a toolkit which will include a sample planning and reporting process, guidance on each step and tools such as document templates.

You can view the initial draft version of this toolkit that we consulted on in March 2023 below:

<u>Draft Te Whakangārahu Ngātahi</u> <u>Toolkit for principals, boards and</u> school staff

From June - July we will be adding updates to our Schools' Planning and Reporting webpage. Please regularly check here for updates:

Schools' Planning and Reporting webpage

If you have any further questions, or if you would like support with your planning and reporting process, please get in touch with your local Te Mahau office. You can find contact details on our Local Ministry offices webpage here:

Local Ministry offices webpage.

Timeline for 2023

- Prepare for planning.
- Read the legislative requirements, including the new regulations when they are released (July 2023).
- Engage with your community to understand their priorities.
- Check you have documented who is in your community and identify the best ways to engage with them.
- Prepare your initial strategic plan for 2024–2025. (Note the first strategic plan under the new framework is for 2 years instead of 3 years to align with triennial board elections).
- Prepare your annual implementation plan for 2024 based on your strategic plan and what you have achieved in the previous years. Note that some of the information that you gather for this will also help form your annual report.
- It is good practice to let your community know what you heard during your engagement with them and how you have taken this into account.



Timeline for 2024 and beyond

2024

- Finalise and publish your strategic plan on your school's website and send a link to your local Te Mahau office by 1 March 2024.
- » Finalise and publish your 2024 annual implementation plan on your school's website by 31 March 2024.
- » Publish your annual report for the 2023 year on your website and submit it to the Ministry using the Secure Data Portal by 31 May 2024.
- Prepare your annual implementation plan for 2025 based on your strategic plan and what you have achieved in the previous years. Note that some of the information that you gather for this will also help form your annual report.
- » It is good practice to report back to your community regularly on your progress. This may be done in a variety of ways depending on what your community have asked for during your engagement with them.

2025

- » Finalise and publish your 2025 annual implementation plan on your school's website by 31 March 2025.
- » Publish your annual report for the 2024 year on your school's website and submit it to the Ministry using the Secure Data Portal by 31 May 2025.
- » Engage with your community and prepare your strategic plan for 2026-2028.
- » Prepare your annual implementation plan for 2026 based on your strategic plan and what you have achieved in the previous years. Note that some of the information that you gather for this will also help form your annual report.
- » It is good practice to report back to your community regularly on your progress. This may be done in a variety of ways depending on what your community have asked for during your engagement with them.

2026

- » Finalise and publish your 2026-2028 strategic plan on your school's website and send a link to your local Te Mahau office by 1 March 2026.
- » Finalise and publish your 2026 annual implementation plan on your school's website by 31 March 2026.
- » Publish your annual report for the 2025 year on your school's website and submit it to the Ministry using the Secure Data Portal by 31 May 2026.
- » Prepare your annual implementation plan for 2027 based on your strategic plan and what you have achieved in the previous years. Note that some of the information that you gather for this will also help form your annual report.
- » It is good practice to report back to your community regularly on your progress. This may be done in a variety of ways depending on what your community have asked for during your engagement with them.

Getting ready for change

The self-reflection statements on these pages are designed to help you prepare for leading your school through the planning and reporting changes.

Preparing for planning



Build Awareness

- » We are familiar with the changes in the Education and Training Act 2020 that replace school and kura charters with a three-year strategic plan and an annual implementation plan.
- » We know that the NEGs and NAGs no longer have effect and that these have mostly been moved to other areas of legislation.
- » We know that new regulations that set out the detailed requirements of the new framework will be finalised by July 2023.
- » We understand that our plans need to have particular regard to the National Education and Learning Priorities (NELP), give effect to Te Tiriti and support the implementation of the curriculum.
- » We know that we must publish all planning and reporting documents on an internet site.
- » We understand that our school board, leadership and staff will need multiple opportunities to explore, talk about and consider the change.



Grow understanding

- » We have good understanding of the changes and are identifying opportunities to strengthen our planning process.
- » We are reflecting on what our school needs to do to give effect to Te Tiriti o Waitangi.
- We are exploring our school's context and what this means for our planning e.g., designated character or Māori or Pacific pathways within your school.
- » We are identifying ways to plan and report with particular regard to the NELP.
- » We understand the current curriculum requirements of our school or kura.
- » We are keeping up to date with changes proposed through the Curriculum Refresh and redesign processes.
- » We are prepared to publish our planning and reporting documents and have a website that is easily accessible to our community. We know that if we do not have a school website we can send our documents to the Ministry of Education to publish on the Education Counts website.
- » School or kura staff, leadership and board members are learning together and keeping dialogue open.

Understand your community



Build Awareness

» We know that we will need to understand who is in our community and will need an ongoing process for working with tangata whenua, ākonga, whānau, the community and our planning and reporting cluster.



Grow understanding

- » We are identifying who we should target during our engagement on our strategic plan. This could include those that aren't present, participating or progressing to their potential.
- » We know the best ways to consult with our community to meet their specific needs.
- » We are gathering information that helps us understand and prepare for community engagement e.g., through community census data.
- » We are talking with tangata whenua, ākonga, whānau, the community, and our school or kura cluster about how we can work together in response to planning and reporting change.

Resources to help you get ready for change

Resources that may help with preparing for planning

» New Zealand School Trustees Association (NZSTA) resources:

NZSTA Te Tiriti O Waitangi Resource

NZSTA Resource Centre— Learning, Events & Online Courses

NZSTA Board Tools and Support Help for Boards

» National Education and Learning Priorities (NELP):

The Statement of National
Education and Learning Priorities
(NELP) and the Tertiary Education
Strategy (TES)

» Curriculum tools—local curriculum, assessment for learning, whānau engagement:

The New Zealand Curriculum

Refreshing the New Zealand
Curriculum

Te Whakahou i Te Matauranga o Aotearoa

Te Marautanga o Aotearoa | Kauwhata Reo

» Te Mātaiaho Implementation supports:

Draft Implementation Supports

» ERO's School Improvement Framework | Education Review Office (ero.govt.nz):

School Improvement Framework

» Te Ara Huarau; the new approach to evaluation | Education Review Office (ero.govt.nz):

Te Ara Huarau; the new approach to evaluation

Resources that may help with understanding your community

» Stats NZ website:

www.stats.govt.nz

» ERO Self-reflection tool School Evaluation Indicators | Education Review Office (ero.govt.nz):

School Evaluation Indicators

» NZSTA Resource Centre:

NZSTA Resource Centre

- » Local Iwi Education Plan.
- » Educationally Powerful Connections with Parents and Whānau (ERO, 2015) | Education Review Office (ero.govt.nz):

Educationally Powerful Connections

Building Genuine Learning Partnerships with Parents (ERO, 2018)
 Education Review Office (ero.govt.nz):

Building genuine learning partnerships with parents







