



Education Report: Disestablishment of He Piko He Taniwha Kāhui Ako

To:	Hon Chris Hipkins, Minister of Education		
Date:	7 September 2020	Priority:	High
Security Level:	In Confidence	METIS No:	1239624
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Messaging seen by Communications team:	Yes	Round Robin:	No

Purpose of report

The purpose of this paper is to seek your approval to formally disestablish He Piko He Taniwha Kāhui Ako. It also provides you with an update on the upcoming advice on collaborative networks and Kāhui Ako.

Summary

- As Minister of Education, you hold the power to approve the establishment of a Kāhui Ako. While the Education and Training Act 2020 and annual Education (School Staffing) Order are silent on disestablishment, the power to approve includes the power to withdraw approval.
- He Piko He Taniwha Kāhui Ako has informed us that it would like to formally disestablish at the end of this year. It is the first Kāhui Ako to approach us and request disestablishment.
- Your agreement is necessary to formally disestablish a Kāhui Ako. A decision is needed before schools are advised of their 2021 provisional staffing entitlements at the end of September, because Kāhui Ako are advised of their leader, across and within school role allocations for the following year as part of this process.

Recommended Actions

The Ministry of Education recommends you:

- a. **note** that as Minister of Education you hold the power to approve, and withdraw the approval, of the establishment of a Community of Learning|Kāhui Ako;

Noted

- b. **agree** to withdraw approval and to formally disestablish He Piko He Taniwha Kāhui Ako; and

Agree Disagree

- c. **agree** that this Education Report is proactively released as part of the next publication.

Release Not release



Katrina Casey
Deputy Secretary
Sector Enablement & Support

7/9/2020



Hon Chris Hipkins
Minister of Education

24/9/2020

Background

- 1 Participation and involvement in Communities of Learning | Kāhui Ako has always been, and remains, voluntary. Members come together based on the value that being part of a Kāhui Ako will bring to the children and young people in their community.
- 2 There are additional resources designed specifically for schools that participate in Kāhui Ako which are not otherwise available. When a Kāhui Ako has its achievement challenges endorsed this sets in motion release of the full range of Kāhui Ako staffing resources available to them. The resources are ongoing while the Kāhui Ako remains approved.
- 3 Since December 2014, 221 Kāhui Ako have been approved to establish and 199 of these have had their achievement challenges endorsed.
- 4 Currently 76% of all state and state integrated schools and 30% of all early learning services are members of a Kāhui Ako. They support almost 700,000¹ children and young people across their education pathway from early learning to schooling and beyond.
- 5 Kāhui Ako numbers have been largely stable since you announced a moratorium on the establishment of new Kāhui Ako. There have been small increases in the number of member schools - the biggest area of growth has been in the number of early learning services joining Kāhui Ako. The following table shows the change in member and roll numbers since you approved the last tranche of new Kāhui Ako in May 2019.

Kāhui Ako Membership	May 2019	December 2019	September 2020
Total members - schools	1,799	1,834	1,857
Total members - early learning services	1,100	1,420	1,496
Total members - tertiary education providers	11	11	11
Total rolls – schools and early learning services	670,332	683,510	697,102

Disestablishing Kāhui Ako

- 6 As Minister of Education, you hold the power to approve the establishment of a Kāhui Ako. While the Education and Training Act 2020 and annual Education (School Staffing) Order are silent on disestablishment, the power to approve establishment includes the power to withdraw that approval.
- 7 Your agreement is necessary to formally disestablish a Kāhui Ako. A decision is needed before schools are advised of their 2021 provisional staffing entitlements at the end of September, because Kāhui Ako are advised of their leader, across and within school role allocations for the following year as part of this process.

He Piko He Taniwha Kāhui Ako

- 8 He Piko He Taniwha Kāhui Ako is the first Kāhui Ako to inform us of its intention to formally disestablish, and has advised the Ministry that it would like to do so from the end of this year.

¹ Based on July 2019 actual school rolls and ECE census data.

- 9 He Piko He Taniwha Kāhui Ako was approved to establish in November 2015 and was originally made up of five schools in central Hamilton. These schools were: Hamilton Boys' High School, Hamilton Girls' High School, Hamilton East School, Knighton Normal School and Peachgrove Intermediate. A sixth primary school, Hamilton West School, joined in May 2016. This Kāhui Ako was considered an important strategic Kāhui Ako for the wider city as well as the immediate central community. The Kāhui Ako had its achievement challenges endorsed in February 2018.
- 10 During the life cycle of this Kāhui Ako relationships have at times been challenging and collaboration between its members has not always been apparent. Over time, three primary schools have withdrawn leaving one primary school and the two high schools as members.
- 11 In June this year the Kāhui Ako began planning for the review and refresh of its achievement challenges. This process is thought to have initiated the discussion about the future of the Kāhui Ako. This culminated in the Kāhui Ako leader advising us in early July of their agreed intention to formally disestablish at the end of this year.
- 12 While Ministry staff have worked alongside He Piko He Taniwha Kāhui Ako to support them and to understand the reasons for this decision, the decision to disestablish highlights the challenges and nuances of making collaboration work in the many different contexts across our education system.
- 13 The Kāhui Ako leader has explained that while there had been some positive shifts during 2019, following the COVID-19 lockdown each of the schools have agreed that their preference is to focus on their own schools, specifically the wellbeing of their own students and staff.
- 14 The New Zealand School Trustees Association (NZSTA) has engaged with the current member schools to discuss the impact the disestablishment of the Kāhui Ako will have on employment arrangements.
- 15 While there have been no permanent appointments made to any of the Kāhui Ako roles in this Kāhui Ako, there are however, five teachers whose fixed term appointments extend beyond the end of this year. This comprises two within school teachers² whose fixed terms of appointment are until May 2021, and three across school teachers³ whose fixed terms of appointment are until the end of 2021.
- 16 The affected teachers will be able to access the salary protection provisions of their relevant collective agreements⁴. The estimated cost of salary protection for the five affected teachers is \$52,300.

Upcoming advice on collaborative networks and Kāhui Ako

- 17 Kāhui Ako are designed to enable schools and early learning services to come together to lead and sustain changes in teaching and leadership practice to improve learner outcomes, challenging the prevailing competition between schools across our system.

² The salary allowance for a within school teacher is \$8,000 per annum.

³ The salary allowance for an across school teacher is \$16,000 per annum.

⁴ The Secondary Teachers' Collective Agreement provides for the period of protection to be for the lesser of the term of the appointment agreed or for one year while the teacher continues to hold a position at the school. The Primary Teachers' Collective Agreement provides for notice of a period that is the lesser of the remainder of the term of the appointment or one year, provided the teacher continues to hold a similar status in that school.

- 18 As part of Government's commitment to building a more networked and responsive system response to the Tomorrow's Schools Review we will be providing you with advice later in the year on strengthening collaborative networks across the system. This will include advice on Kāhui Ako [SWC-19-MIN-0153 refers].
- 19 To ensure the voice of those involved contributes to this advice we have completed in-depth interviews with 13 Kāhui Ako across the country, with 119 participants with various roles and relationships with Kāhui Ako. Initial insights show that:
- Where Kāhui Ako are working well, participants report a variety of changes in teaching practice.
 - All participants commented that leadership style was critical for collaboration and the success of the Kāhui Ako.
 - Taking care of 'how' the collaborative work happens is critical.
 - Kāhui Ako interact with the wider systemic challenges in our education system - particularly the competition between schools, the separation across the education sector (early learning, schooling and tertiary), and the wider workforce issues. Many are countering these challenges, while for others, these barriers continue to get in the way of collaborative behaviour.

Proactive release

- 20 It is intended that this Education Report is proactively released as per your expectation that information be released as soon as possible. Any information which may need to be withheld will be redacted in line with the provisions of the Official Information Act 1982.