

National Education Leaders Partnership School Resourcing Principles

Preamble

There are long standing inequalities in our educational outcomes that the sector organisations want to address. That is a goal we share with the Minister and with the Ministry.

The National Education Leadership Partnership (NELP)¹ welcomes the Minister's initiative in establishing a review of school resourcing.

No school resourcing system can entirely mitigate achievement gaps which are a consequence of familial, economic and societal factors, but it can make a significant difference.

Education resourcing is complex and it is essential that we get it right if we are to achieve all we can for all of our students. It is critical to bring into the same room all of those who have knowledge of the mechanisms and processes which deliver and which use government resources to achieve the educational outcomes we all desire.

The way we have worked to date has not allowed us to do that. We need to cooperate in a new way to address this challenge. The sector groups listed below have agreed that they will work together through the medium of the National Education Leadership Partnership (NELP).

NELP is composed of nationally elected representatives of the teaching profession and of the education sector to produce agreed high level principles for resourcing schools and to work with the Government to co-construct and implement a more equitable and effective model of resourcing schools.

It is anticipated that agreement on the underlying principles of resourcing will lead to a greater level of agreement on promising new resourcing models across the sector and guide the sector organisations in working with the government, to co-construct a new resourcing model for the schools system that is more equitable and effective².

In developing a new resourcing model with the Ministry and the Government the National Education Leadership Partners in this way we will also bring in a way of working together which is more effective, ongoing, systematic and coherent and which will result in outcomes that are likely to be supported across the sector.

¹ NELP is currently comprised of nominated representatives of NZAIMS, NZCEO, NZEI, NZPF, NZPPTA, NZPTA, NZSPC, NZSTA, SEPANZ, NZ Area Schools Association and SPANZ. NZ Pasifika Principals' Association and Te Runanganui o Ngā Kura Kaupapa Māori have expressed interest in the work of the Partnership.

² NB. The NELP will not, separately from the resourcing review, seek to develop a detailed model and within the review any or each of the participant organisations may wish to advance different models that reflect these principles.

Agreed Principles

NELP members agree that:

Purpose

- Improving equity of educational provision and maximising student success (collectively and individually) is socially and economically good for the country.
- The primary purposes of a resourcing review must be to ensure equity of access and a fair opportunity for all students to succeed in their local school and that all schools have the resources required to achieve this for their unique combination of students.
- Resource allocation should attend to student needs, the infrastructure required to deliver that at the school level, and the infrastructure and support needed for schools and students regionally and nationally.
- NELP will provide the government with a set of agreed principles from the sector.
- NELP members will work together to engage with the Ministry in co-developing effective resourcing proposals³.

Context

- The current resourcing structure is not fully 'fit for purpose', has unfair outcomes and some unintended and unwanted consequences.
- Some existing policies are in conflict with the delivery of efficient, equitable and effective funding.
- Schools should not be reliant on locally raised funding sources to deliver a quality education to each student.
- A comprehensive resourcing review will indicate if more resourcing is needed or not to achieve equity of resourcing for need.
- Resourcing change requires more than small formula adjustments.

Co-construction

- It is expected the Government will work in partnership with this NELP throughout the entire process of resourcing reform.

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- NELP is proposing that it work with the Ministry to co-construct the principles and terms of reference of the resourcing review, and be part of the review process, including the analysis of the research and data, and in the subsequent development, testing and implementation of promising model(s).
- The organisations participating in the NELP recognise it as the national channel for sector participation in the review process.
- It is expected that this co-construction approach will continue after initial implementation, through evaluation and ongoing monitoring of the effectiveness of new funding models.

Process

- Sustainable change to school resourcing should:
 - Follow a comprehensive review of all resourcing available to schools
 - Be a fully integrated, systematic review and change process
 - Be based on a wide range of relevant evidence and research
 - Include a review of how education interacts with other agencies to influence student outcomes and involve other agencies as necessary in the review.
 - Ensure that the review, the resourcing model development and the implementation/phasing are undertaken with appropriate care and are subject to testing and post-implementation evaluation.

Timing

- Sufficient time should be provided for all stages of agreed resourcing reform to be robust and effective

Outcomes

- The final resourcing model must recognise the right of students to a free education and the requirement that there is compulsory education and its outcomes must:
 - Be fair and equitable
 - Reflect the actual costs of providing New Zealand's curricula and a quality education experience and pastoral care to each student in the system
 - Recognise the extra costs associated with delivering an equitable education to certain groups of students with high educational needs, including low socio-economic etc.
 - Include robust evidence based indicators of high educational needs
 - Recognise the impact of concentration of needs
 - Include a weighted component for high student need within both funding and staffing resourcing as part of the total resourcing for each.
 - Recognise and reflect the unique aspects of the New Zealand schooling situation.
 - Reflect the complexity of delivering education on the ground and in different contexts (e.g. rurality/isolation/school size etc)
 - Use measures for determining effective use of resources which are comprehensive, sophisticated and agreed with the sector.
 - Ensure effective connections with other agencies that support schools in meeting the social wellbeing needs of students.
 - Reflect the actual costs of specific expectation and policies (new and existing)
 - Balance accountability of resource use with adequacy, accuracy and efficiency of resource provision
 - Address implementation and ongoing costs of policies and initiatives
 - Be regularly adjusted for changes in costs and expectations
 - Be efficient and effective in use of resources at local and national level
 - Be administratively simple for schools (*not necessarily for the MoE*)
 - Be well understood
 - Ensure that future policy developments do not conflict with effective delivery of efficient and equitable resourcing.

- Make more efficient use of some resources by sharing across a group of schools where this is appropriate to achieving the purposes outlined earlier.

Transition to a new resourcing system

- Any school which had a reduction in resourcing as a consequence of changes to the resourcing systems would be supported by transitional funding over an agreed implementation period.