**NZARE Education Policy SIG event**

**8 June 2020, 9.30 to 4pm**

**Taking Stock:**

**Perspectives on the government's education reviews**

**and where to from here?**

**Kete Room, Royal Society, 11 Turnbull Street, Thorndon, Wellington or Online**

**Programme**

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| 9.30 a.m. | Welcomes, introductions |
| 9.45 a.m. | Dr Martin Thrupp, Waikato University: *Principles and the principals: The Review of Tomorrow’s Schools and the Government’s response* |
| 10.45 a.m. | Morning tea |
| 11 a.m. | Dr Cathy Wylie, NZCER: *The Tomorrow's Schools Taskforce: A member perspective on the process and outcomes* |
| 12 p.m. | Dr Judie Alison and Rob Willetts (PPTA Advisory Officer): *How the Tomorrow’s Schools changes will fail to improve teachers’ conditions of work at school level: performance appraisal as a case study* |
| 12.45 p.m. | Lunch |
| 1.15 p.m. | Liam Rutherford (President/Te Manukura) and Jane Porter (Campaign Lead), NZEI Te Riu Roa:*Change: Being done ‘to’ or ‘with’ or ‘for’?* |
| 2 p.m. | Dr Bronwyn Wood, Victoria University: *The NCEA Review of Achievement Standards: Are we heading in the right direction?* |
| 2.45 p.m. | Dr Elizabeth Rata, Auckland University: *The NCEA Reforms: From incoherence to disaster* |
| 3.30 p.m. | Reflections on day – facilitated by Judie Alison |
| 4pm | Close |

**Paper descriptors**

**Dr Martin Thrupp, Waikato University: *Principles and the principals: The Review of Tomorrow’s Schools and the Government’s response***

In the case of the Review of Tomorrow’s Schools, the expert taskforce produced a strong analysis. In hindsight the review also provides important lessons about the use of cross-sector advisory panels and about taking report findings out for public and professional consultation. What we have been left with in the Government’s response has much potential, depending on how it is enacted, along with significant silences. Our hope now must be to realise the best in it.

**Dr Cathy Wylie, NZ Council for Educational Research: *The Tomorrow's Schools Taskforce: A member perspective on the process and outcomes***

Cathy Wylie will share her reflections on the Taskforce work and what has resulted.

**Dr Judie Alison and Rob Willetts: *How the Tomorrow’s Schools changes will fail to improve teachers’ conditions of work at school level: performance appraisal as a case study***

This presentation will use performance appraisal as a case study for how the government’s failure to make real change in the Tomorrow’s Schools environment means that it will continue to have little real control over the conditions of teachers’ work. Over the last five years or so, the government and PPTA and other agencies have agreed that there is a need to reduce ‘administrivia’ to free up time for teachers to teach, and that one of the areas that had become burdensome without any system-wide benefits was performance appraisal. However this paper argues that things are not likely to change in many schools and the ‘administrivia’ will continue.

**Liam Rutherford and Jane Porter, NZEI:  Change: Being done ‘to’ or ‘with’ or ‘for’?**

The Education Accord between NZEI, PPTA and the MOE asks *“How do we ensure changes are well managed?”*  In recent years the most common perspective of NZEI Te Riu Roa members has been one of system change being ‘done to’ them, and this has had a significant impact on both their perception of changes that are signalled as well as their expectations about engagement in change processes. New change processes therefore must address these. This presentation will look at insights from research and member reactions. It will also share challenges and ideas about how we can move forward in education to develop and implement change more effectively.

**Dr Bronwyn Wood: *The NCEA Review of Achievement Standards: Are we heading in the right direction?***

The recent NCEA Review of Achievement Standards has signalled some big shifts to the future of assessment in the senior school in New Zealand. In this presentation Bronwyn draws on recent ‘insider’ experience of this, reflects on why these shifts were needed, and considers how they may or may not contribute to deepening learning in the senior school.

**Dr Elizabeth Rata: *The NCEA Reforms: From incoherence to disaster***

This presentation explains why the current proposals for the reform of NCEA reforms aren’t based on a coherent theory of academic knowledge. The resulting incoherence can be seen in the first phase of the Achievement Standards Review. This will worsen, rather than improve, NCEA. The presentation will discuss the case for a coherent theory of academic knowledge as the foundation for NCEA reform by referring to the Curriculum Design Coherence (CDC) Model. The CDC Model shows where assessment should sit in relation to knowledge.