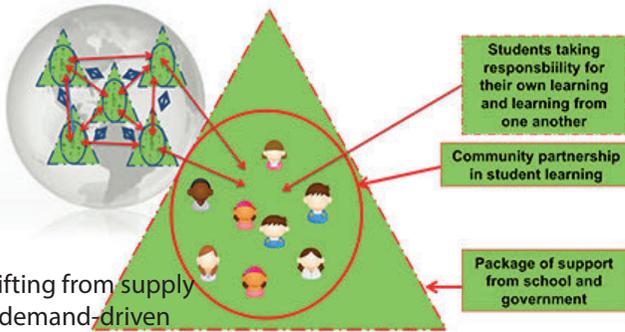




What does the future hold?

- ★ All students experiencing academic success
- ★ Students as active learners with support from teachers, family/whānau and community (not too little and not too much support)
- ★ Appreciation of student and family/whānau knowledge and capability
- ★ Sensitivity to individual differences
- ★ Engaging 21st century learning environments
A nice blend of structured learning and lateral learning

Learning and Change Networks Policy intent



Shifting from supply to demand-driven services with strong involvement of students, family and whānau



OECD

Learning & Change Networks has been selected as a strategy from one of five countries worldwide to participate in the OECD's Centre for Education Research and Innovation (CERI) through the Innovative Learning Environments (ILE). The Learning and Change Networks analyse how young people learn and under which conditions and dynamics they might learn better. The ILE project aims to inform practice, leadership and reform through generating analysis of innovative and inspiring configurations of learning for young people.



LCN's participation in this project provides an opportunity to showcase a project that has been recognised by the OECD as informing practice worldwide. It is also an opportunity for New Zealand to learn new skills and techniques from other countries who are faced with similar educational challenges.

Contacts:



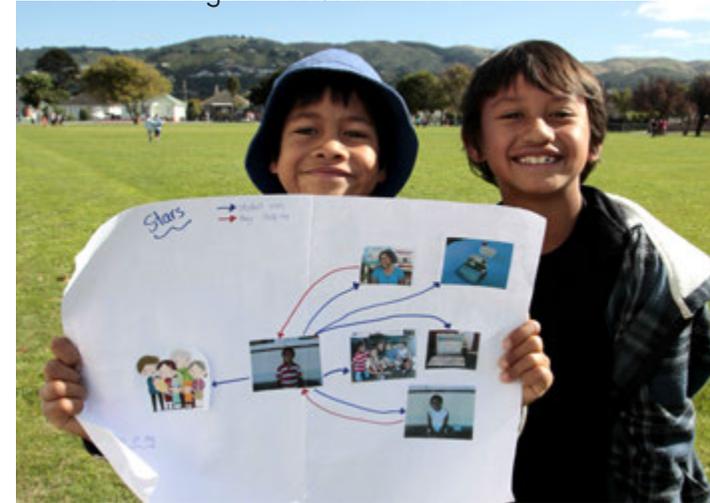
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Learning and Change Networks

A partnership between students, families/whānau, schools/kura, community leaders, the Ministry of Education and UniServices / the Faculty of Education in the University of Auckland



This programme is designed to:

- ★ Accelerate achievement lifts among students yet to achieve National Standards
- ★ Grow leadership capability in 21st century learning environments
- ★ Grow capability among students, teachers, families/whānau and leaders to analyse and use a range of data sets to improve learning environments in ways that resolve achievement challenges
- ★ Grow lateral learning among students, teachers, families/whānau, school/kura and community leaders to complement structured academic learning



uniservices



What is a Learning and Change Network?

A group of schools/kura and communities working together to grow capability and to accelerate achievement of priority learners in ways that recognise cultural diversity and that grows innovative and effective 21st century learning environments.

How many schools are involved?

There were 55 networks involving 332 schools and kura as at February 2014

Phases of the strategy

Phase 1 - Set up / Infrastructure

Negotiate terms of reference

Collate data analysis to identify achievement challenges

Agree on a package of support

Phase 2 - Understanding

Participants learn and plan what to change

Students map their learning environments with teachers, family/whānau, school/kura and community leaders

All participants identify change priorities and plan for change

Phase 3 - Implementation

Implementing change priorities

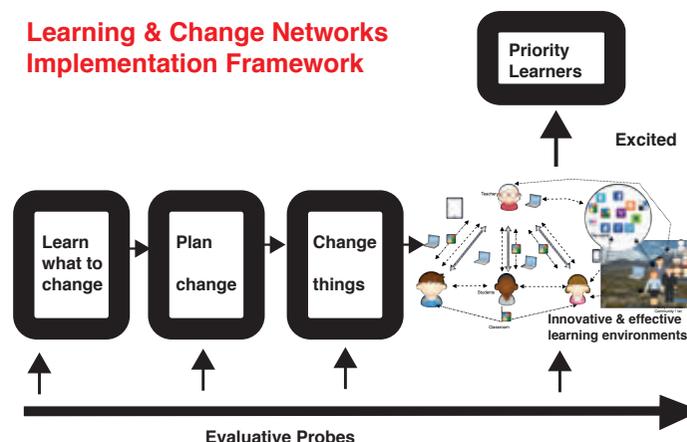
Evaluating effectiveness

Agreeing on next steps

What does the LCN strategy aim to achieve?

The LCN strategy aims to further support leaders to collaborate across schools/kura, families/whānau and communities to grow innovative and effective learning environments. There is a specific focus on literacy and numeracy, te reo and pāngarau, in the implementation of the New Zealand Curriculum and Te Marautanga o Aotearoa.

Learning & Change Networks Implementation Framework



Why form Learning and Change Networks?

LCN networks give priority learner groups, particularly Māori, Pasifika and students with special learning needs, and their families/whānau opportunities to share their views about learning environments and what needs to change in order that they become more engaged and successful in school-based learning. It also gives those groups responsibility to make the changes, which is a break away from the supply model of teachers and leaders doing things for those students and families/whānau. It is about shared responsibility with the students' views about current and future learning arrangements in the forefront. The ultimate goal is for priority learners supported by their families/whānau, teachers and leaders to raise their academic achievement levels in ways that create personal, family/whānau and community prosperity.

What has been achieved? How is success being monitored?

Student Achievement is tracked in one of the National Standards areas; reading, writing mathematics, kōrero, tuhituhi, pānui, or pāngarau Overall Teacher Judgement (OTJ).

Networks of students, teachers and families/whānau identify **Change Priorities** and create a plan with distributed responsibility. The three most common priorities are student agency, connect effectively with families/whānau and introduce 21st century pedagogies. Network leaders are also working with participants to develop evaluative criteria for the extent of success in addressing those change priorities.

Some leaders in each network are selected to probe into their activities and then promote evaluative discussions that will alter things where necessary and will work out next steps. It is a way of leaders checking that their network activities are in line with the vision of the strategy.

Two Capability Tools monitor network activity against the Ministry's five priority areas for development; organisation, instruction, evaluation, cultural and linguistic responsiveness and connections with whānau.

The **Network Capability Tool (NCT)** is used by leaders to self-assess their leadership capability. The **School/Kura Capability Tool (SCT)** engages teachers, students and families in evaluating their school/kura against the five development areas. Key findings from these include: teaching professionals' raised awareness to focus on priority learners; stronger attempts to better integrate family/whānau; the desire for students to be active learners; a need for teachers to co-construct learning opportunities and evaluations with their students.