

2012 ANNUAL REPORTS

Preliminary analysis

Done and Dusted for 2012 ?



Themes & Approaches: **“Restructuring”**

2 broad approaches:

- Centralised location – Specialist teams
 - Metropolitan / urban areas
 - Extends travel costs
- Localised locations – Generalist teams
 - Provincial / Mixed urban-rural areas
 - Reduces travel costs

Themes & Approaches:

“Reculturing”

2 broad approaches:

- Applying bureaucratic/expertise principles
 - Manager as CEO
 - Practice Leaders as professional leaders
- Applying educational/BES principles
 - Manager as educational leader
 - Practice leaders applying ‘distributed’ leadership

Transformation Progress

Against

- ❑ Ministry aims for the Transformation
- ❑ Expected Cluster Actions over 2012

‘Restructuring’

Organisational Structure

Most clusters have installed:

- ❑ new governance structures
- ❑ a management structure, systems, processes
- ❑ CAG
- ❑ Practice Leaders

Most: More than 20

'Restructuring'

Resourcing

Most have provided:

- ▣ Equitable access to key resources
 - Services
 - Funding
- ▣ A useful information base for tracking and decision-making
 - IT
 - Smart tools

'Reculturing' Service Delivery

Most have prioritised:

- ▣ Better outcomes for Māori learners
- ▣ Better outcomes for Pasifika learners
- ▣ Raising achievement for learners at risk
- ▣ Improving engagement of learners at risk

'Reculturing'

External Relationships

Some have built confidence /
relationships with:

- ▣ SENCOs, principals and schools
 - ▣ Ministry and other agencies
 - ▣ Whānau, iwi and other community groups
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- ▣ *Some*: 10-15 clusters

'Reculturing'

Internal Relationship Development

Some have developed:

- ▣ A collectively-agreed way of working for the team
- ▣ An effective induction and appraisal process
- ▣ Training and professional learning opportunities based on professional need

'Reculturing'

Accountability

A few have implemented:

- ▣ Evidence-informed cluster-wide planning and self-review processes
- ▣ Clear RTLB performance and accountability expectations/measures
- ▣ Measures for growth in teacher and school capability
- ▣ Measures for value-added improvement in student outcomes

A few: less than 10

Financial reporting

- ▣ Use of Ministry template vs. school/provider format
- ▣ Ensuring all required information is included
- ▣ Accounting for movement across funding streams
- ▣ Checking figures
- ▣ Explanation of variance
- ▣ Carry-over from 2011
- ▣ Underspends/surplus – 2013?
- ▣ Travel – review of needs - ?lease cars, purchase
- ▣ Asset replacement/depreciation
- ▣ Need to many to re-submit

Still to analyse / collect:

- ▣ RTLB workforce
 - Qualified/training/un-qualified
 - Ability to work in kura/Māori immersion settings
 - Other qualifications/expertise
- ▣ Journey towards effectiveness delivering to Māori and Pasifika

2013 Annual Report

- ▣ Very similar template
- ▣ Board responsibility to submit by end Feb
- ▣ Emphasis on
 - 'Reculturing'
 - quality service delivery
 - supporting evidence

2013 reports....Here we go....

