

The purpose of this resource is to help you ‘unpack’ the final report, focussing on key information to assist your preparation for our forum. A copy of the publically released document can be downloaded [here](#).

Report Structure

Despite its size, the report has been designed to be as readable as possible. It is in two parts: “The Report” and “Advice and Member’s Independent Background papers”. The **Executive Summary**, Part One page 2 is the overview. The **Recommendations/Advice Section**, “Advice from the Working Group to the Government” starting on page 18 of Part One is a collation of all the recommendations discussed by the Working Group. This section therefore is the framework and provides a basic overview. More detailed information to support the recommendations/advice is in Part Two, “Advice and Members’ Independent Background papers”.

To prepare for the forum we have ‘chunked’ the papers into some key **themes** that we think will shape our discussion.

The discussion that we are planning to have during the forum is centred on **four major themes**:

- Collaboration
- Student Success - including setting achievement goals
- Flexibility - including how resources can be used
- Support - including access to PLD as well as practical supports

We will pose some specific questions linked to these and there are three guiding questions that will underpin our discussion about the report:

1. Which aspects of this theme that are described clearly within the report do you largely support?
2. Which aspects of this theme need further information, development, or greater clarity?
3. Which aspects of this theme do you think need to be redeveloped or rejected to protect high quality teaching and learning?

Focus Themes and References

Specific references will guide you to parts of the report in preparation for the forum. Many papers fit into more than one aspect but have been chunked this way under the theme they most strongly relate to. The questions indicated are simply to help focus your reading and thinking in preparation for the forum. They are not intended to limit consideration or discussion.

Underpinning/Background/Establishing Papers

These papers provide further background information:

Report References:	Settings for the new roles: Professional Standards, Part two page 26 Context statement about other related work, Part two page 71 Education sector initiative-links and decision points, Part two page 73 Principles for the working group, Part two page 86
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Theme One - Collaboration

What do we value about collaboration? What is effective collaboration? How do you develop it? To what extent do we think the initiatives in this policy will help develop collaboration? What do we need to do to ensure we protect and enhance collaboration (in regards to these initiatives)?

Report References:	Communities of schools Report, Part two page 3 New Roles: Purpose, Part two page 8 New Roles: Function, Part two page 10 Teacher Led Innovation fund Part two pages 51, 55 Culture of the profession, Part two page 68
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Question One Which aspects of this theme that are described clearly within the report do you largely support?

Question Two Which aspects of this theme need further information, development, or greater clarity?

Question Three Which aspects of this theme do you think need to be redeveloped or rejected to protect high quality teaching and learning?

Other Observations

Theme Two - Student Success

What are the indicators of student success that we value? How do these indicators inform our thinking about student success? How do we/can we work together to promote further student success?

Report References:	Student Achievement, Part two page 61 Focus on priority learners, Part two page 62 Basket of Evidence, Part two page 77
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Other Observations

Theme Three - Flexibility

What flexibility will we need, in respect of the resource, to adapt the initiative and ensure that quality education is protected and enhanced?

Report References:	New Roles: Progress and next operational steps, Part two page 15 Implementation principles and approach, Part two page 81 Inquiry time, Part two page 44 Settings for the new roles: Selection appointment and appraisal, Part two page 29
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Other Observations

Theme Four – Support, Capacity, and PLD Requirements

*What support does the sector need? What PLD is required to build capacity in the profession across multiple areas? How can these aspects provide that? What support is needed for these aspects to be successful? Note: The papers about **New Roles pp 45, 47** should also be considered as part of this discussion.*

Report References:	Change Principal Allowance Part two pages 36, 42 Evaluating the Investing in Educational Success initiative, Part two page 83 Inquiry time, Part two page 44
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Other Observations

Summary – further comments