

# Ministry of Education

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## The “Northern Challenge”:

## Establishing New Schools in Auckland



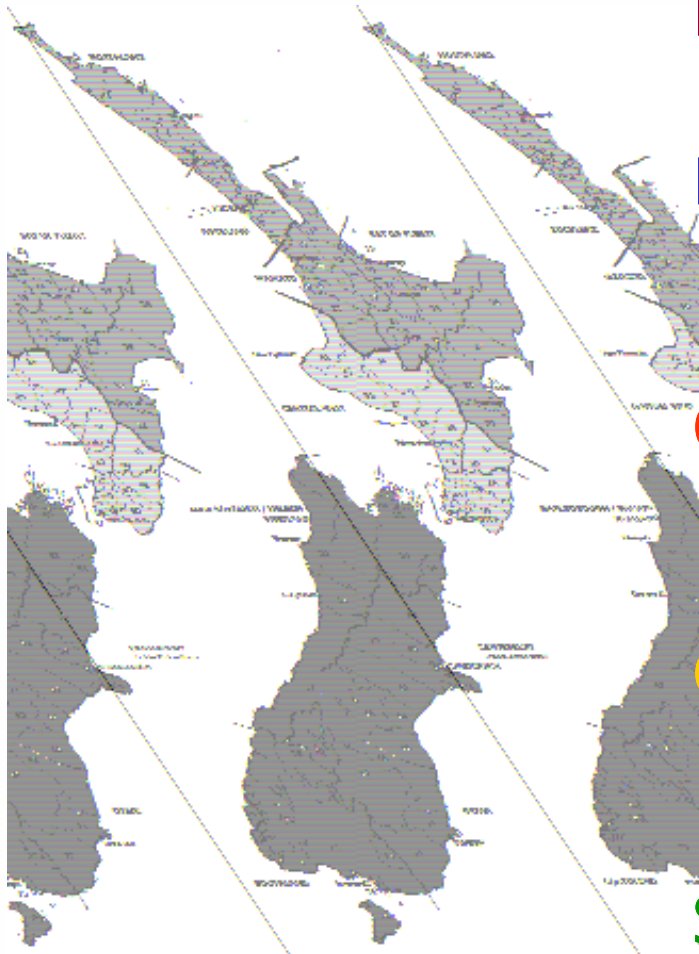
MINISTRY OF EDUCATION

# Today's Agenda

- National overview
- Our mission
- Some demographics
- self-managing schools
- New school establishment
- Building capable providers
- Prakash's ideas
- 21st century schools?
- The knowledge wave



# National Overview



National Office – Wellington

Northern Region

- Whangarei, Auckland

Central North Region

- Hamilton, Rotorua, Napier

Central South Region

- Wanganui, Wellington

Southern Region

- Nelson, Christchurch,  
Dunedin, Invercargill



# The Schools Database:

- |                          | Value   |
|--------------------------|---------|
| • 2,300 State schools    | \$10.0b |
| • 345 Integrated schools | \$1.1b  |
| • 171 Private schools    | \$0.6b  |
- 
- 85% have rolls smaller than 500
  - The majority of our buildings (~10,500) are between 26 and 55 years old



# School Property Business Case



# Our Mission:

To raise achievement  
and reduce disparity

## Three Vital Outcomes

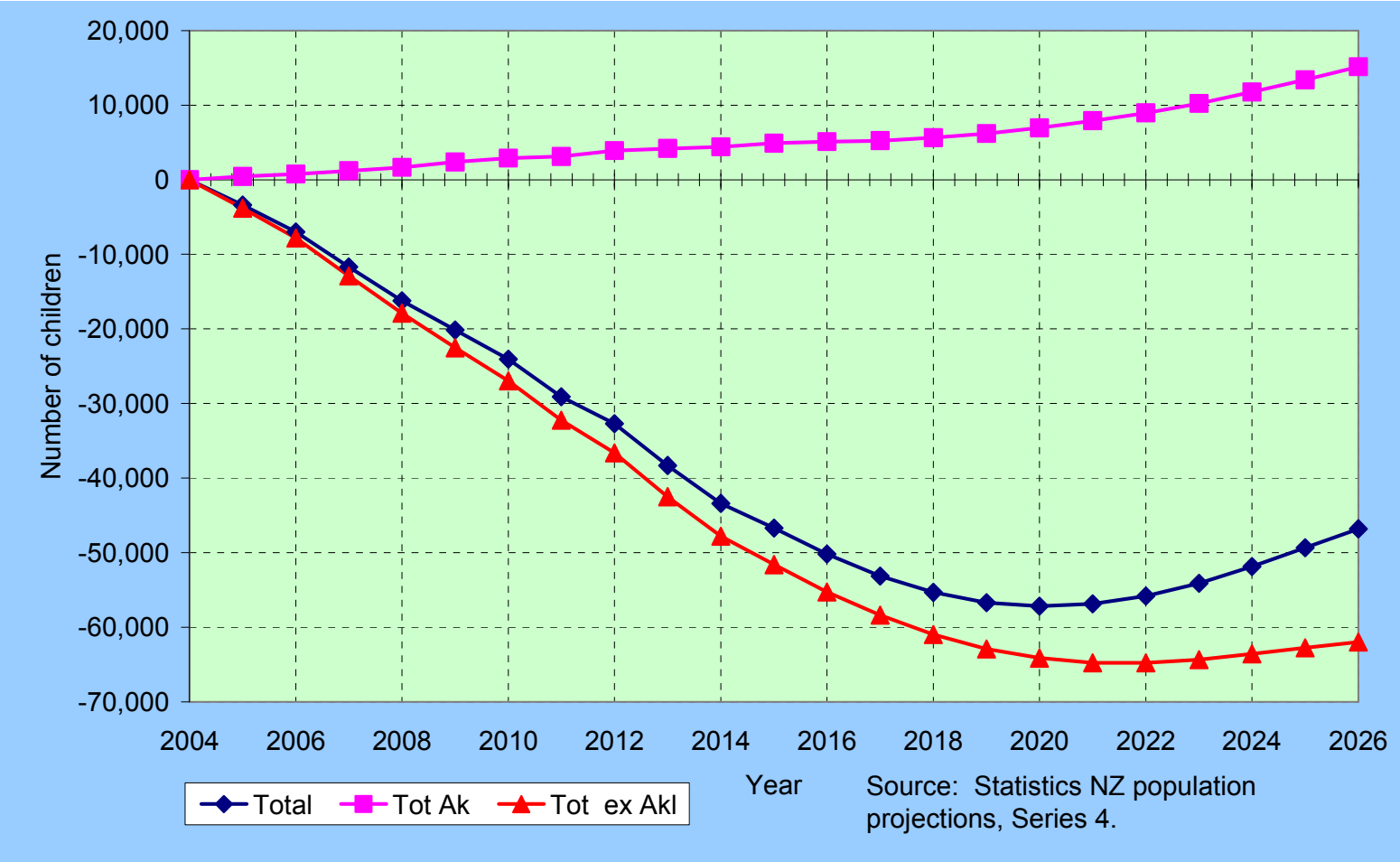
Effective teaching

Family & community  
engagement

Quality education  
providers

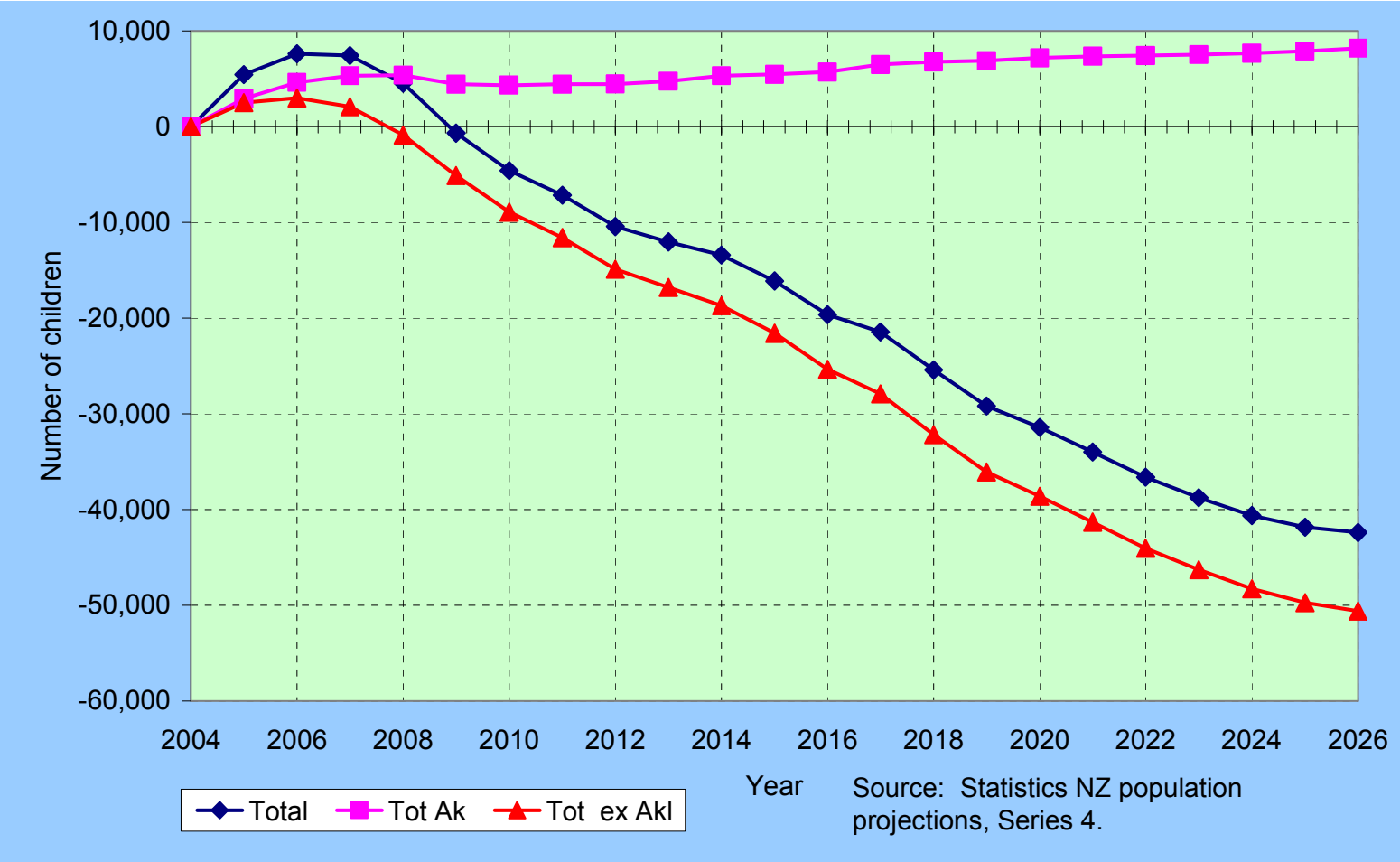


# Primary Roll Projections



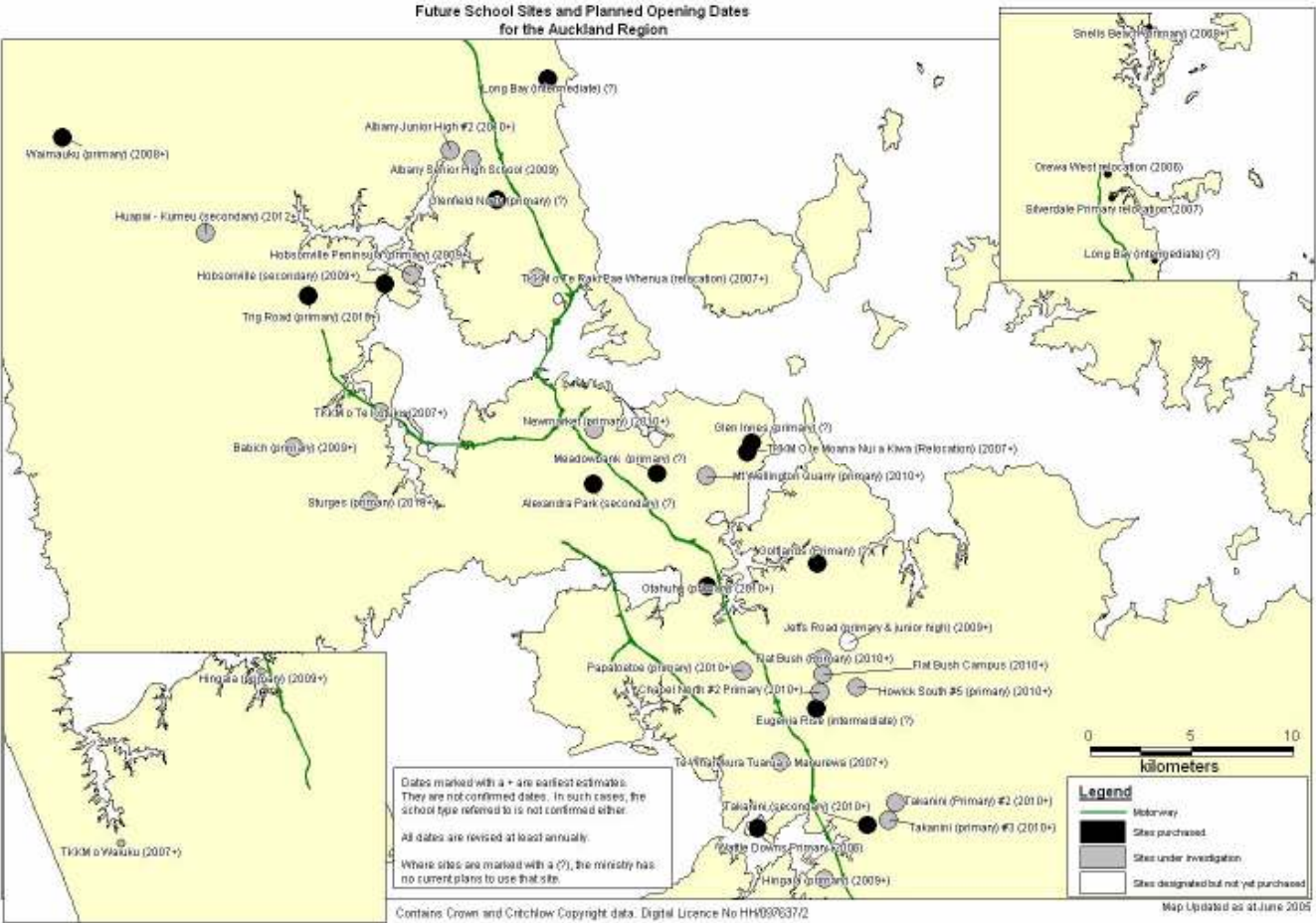


# Secondary Roll Projections





# Our Response



- 50% of growth by expanding extg schools
- 50% by building new schools

# Our Response – so far...

## Since 1995:

- 21 new schools
- 5 new kura
- 2 relocations or redevelopments (~\$300m)



## Currently planned:

- 20 new schools
- 7 new kura
- 3 relocations or redevelopments (~\$500–\$600m)



# Self-Managing Schools

- NZ schools are self-managing Crown entities
- Boards of Trustees elected by communities
  - 5 elected members + Principal
- Principal and staff are employed by BOTs
- School Charter, Strategic Plan

## Ministry:

- defines & administers policy
- funds Operations Grant, (incls maint grant), Staffing, Capital for property (incls new schools)



# New School Establishment





# New School Establishment

## Objective:

To establish a *quality* education provider to complement the existing network of schools

## Two tasks:

- Build a a capable provider (BOT) with a clear vision
- Design and build school facilities



# Build a Capable Provider (eBOT)

- School vision
  - School design
  - Governance & management
  - Appointment of principal
- (Biggest decision of eBOT)



# School Design: Botany Downs Secondary College

- Year 9–13, opened in 2004
- Started year 11 in 2006
- Stage two build completed July 2006
- *Whanau* block, based around a learning commons
- Fly-through <D:\whanau.avi>
- Primary school design teams adopting the concept too





# Ecologically Sustainable Design

- School design should provide a quality human environment
- Design should assist students to understand how the building works and its effect on the environment
- Design and operation should be energy efficient and sustainable
- ESD needs to be an integral part of the design not an add-on
- Ministry will join NZ Green Building Council



# Design & Build School Facilities

New schools should:

- Be innovative and future proof
- Meet the needs of modern curriculum
- Be relevant to the community they serve
- Be environmentally sustainable, and
- Be delivered on time and within budget



# What have we produced?

- Strong providers
- Good to very good examples of 20<sup>th</sup> century schools
- Alfriston College



# 21<sup>st</sup> Century? Looking Forward



- Maintaining current practice won't cut it
- Need in-depth thinking about teaching and learning
- Need to be able to lead the debate (nationally and locally)

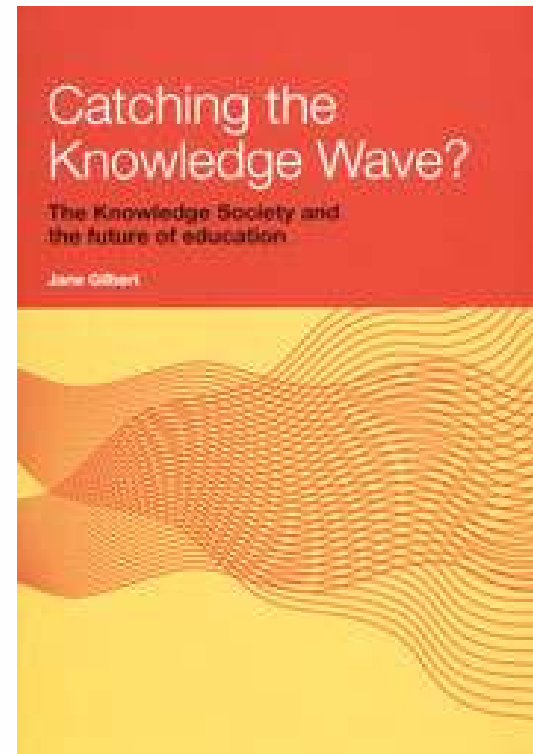


# Catching the Knowledge Wave

Jane Gilbert, NZCER

## KNOWLEDGE

- is a process, not a 'thing'
- does things
- happens in teams, not in individual 'experts'
- can't be 'codified' into 'disciplines'
- develops on an as-and-when needed basis
- develops to be replaced, *not* stored.





# Minds:

- are not 'containers' or 'filing cabinets' to store knowledge 'just in case':
- They are resources that can be connected to other resources in order to generate *new* knowledge

Jane Gilbert, NZCER



# Learning:

- involves generating knowledge *not* storing it;
- is primarily a group – *not* an individual activity;
- happens in ‘real world’, problem-based contexts;
- should be ‘just-in-time’, not ‘just-in-case’;
- needs to be *à la carte*, not *en bloc*.

Jane Gilbert, NZCER





# Curriculum: the focus needs to shift

**From:** knowledge as an end in itself  
**To:** knowledge as something you 'get' in order to do things with it ('performativity')

**From:** knowledge as a given, a finished product, separate from the people who produced it  
**To:** knowledge as the product of specific 'codes of practice' in particular 'epistemic cultures'

**From:** facts to be mastered  
**To:** systems – that 'work' differently for different purposes

Jane Gilbert, NZCER



# The Next Challenge – Looking Forward

## Flatbush:

- New town in southeast Auckland
- Population 40,000 – 5,000 already there
- Greenfields development – no community
- Opportunity for design of a network of seven schools:
  - 1 Year 11 to 13
  - 2 Year 7 to 10
    - 1 to open 2009
  - 4 Year 0 to 6
    - 1 opened 2005, 1 more 2009, rest later



# A 21<sup>st</sup> Century School? When?



Maybe at Flatbush?

