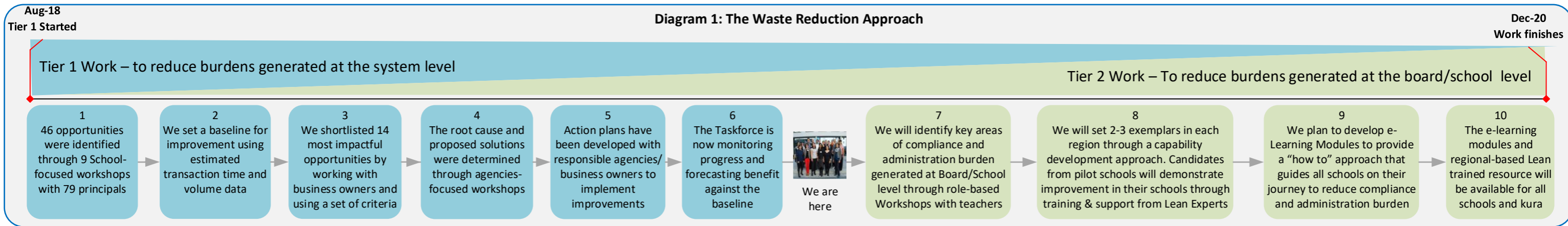


This communication is about: who we are (Joint Taskforce), the approach we use, the opportunities we 're working on, and what's next.



The Joint Taskforce on reducing compliance and administration burden on schools was established in March 2018 in response to the sector voice that the compliance and administration activities are increasingly taking principals' and teachers' time away from their core roles – teaching and learning.

The Approach We Use - The Taskforce has applied **A Waste Reduction Approach** that has focused on stopping non value-adding activities, removing duplicated activities, reducing the frequency of overly repeated activities, changing the timing of these activities when at the wrong time, and simplifying overly complicated activities. **Diagram 1** illustrates this waste reduction approach with the following characteristics:

- **Value lens** – the focus of the Taskforce is not to reduce compliance but to remove waste in compliance activities and processes.
- **Baseline** – the time wasted has been used as a single and most important measurement to set baseline, shortlist opportunities and measure the impact of the solution.
- **Root-cause analysis** – responsible lead agencies and business owners have worked with us to unpack issues and confirm root-causes before a solution is proposed.
- **Effective implementation** – an action plan for each opportunity is developed by the business owner secured with budget and resource for implementing solutions.

This co-constructed approach is enabling demonstrable improvements. The Taskforce work has 2 tiers.

Tier-1 Work - Collective Success So Far Tier-1 Work is to reduce the compliance and administration burden generated at the System Level. This work is well underway. The Taskforce has worked with agencies/business owners to form action plans for the 14 shortlisted opportunities with the biggest impact on all schools and kura; most of them have been in the process of implementation and are expected to complete implementation in 2020. When solutions are fully implemented there will be a potential time saving of 2200 FTEs. This work has also improved the effectiveness and perceived value of administrative activities and brought the value lens into agencies' practice. Agencies have been asked "what impact will there be on teachers' workload" before a change is to be introduced to the education system. **Table 1** provides details of these opportunities and status of implementation. The Taskforce is continuing their engagement with all business owners to ensure effective implementation of the action plans.

Table 1: Implementation Status of 14 Shortlisted Opportunities at the System Level

No	Shortlisted Opportunities	Brief Description	Potential Time Saving	Timeframe for implementation
1	CoL - Appointments and Delivery	Be more flexible around leadership structure and appointment; greater clarity on requirements for achievement challenge; stop duplicated reporting; work on specific issues.	●	Feb 2018 and onwards
2	School Property Management	Reduce complexity of Building Act compliance activities; Provide more support for 5YA and 10YPP preparation by directly engaging planning consultants; Simplify property management forms and disbursement process.	●●	May 2019 onwards
3	School Policies Preparation and Maintenance	Review, develop and publish a complete set of common policies, procedures, processes and forms and keep them up-to-date for schools to adapt, own and implement. Inform schools of any updates due to legislative changes as required.	●	May 2019 onwards
4	Restraint Requirements	Clarify what authorised staff can and cannot do when dealing with difficult situations; clarify acceptable physical contact; consider whether the frequency of reporting can be reduced; support staff training in prevention and de-escalation.	●	Term 2, 2019 and onwards
5	Education Outside the Classroom (EOTC)	Improve capability of schools in making required judgements around what paperwork is adequate for an EOTC activity through targeted communication, e-Learning Modules, activity-specific Planning Templates and more PLD workshops.	●●	May 2019 onwards
6	Application for centrally-funded PLD	Implementing a cloud-based PLD learning system that will simplify application process, remove redundant journal process, provide online status check, improve transparency and equity.	●	June 2019 and onwards
7	Transport Applications - Special Needs Students	Implement a cloud-based online system for SESTA, travel plan, special equipment and change of information application; only ask information once; remove duplication; ensure quicker turnaround.	●	Jul 2019 and onwards
8	Teacher Registration and Certification	Implementing online solution to reduce turnaround time; change policy on limited teaching authority (LAT); provide alternative process for endorsement when both teacher and principal are new to the school.	●●	July 2019 onwards
9	Education Review and Evaluation	Improve communication between ERO and schools so that the role of school self review and external ERO review are clarified. Move to systems that are less paper driven.	●	2019-2020
10	Teacher Appraisal	Describe what an adequate appraisal looks like; emphasise that appraiser observed and has working knowledge of the appraisee; Specify the minimum record requirement.	●●●	August 2019 onwards
11	Police Vetting	Reinforce "Workforce Safety Check Regime" required by Children's Act; Clarify scope of vetting requirements; reduce duplicated vet by making a vet transferable.	●	July 2019 onwards
12	Application for Learning Support Services	Implement LS Delivery Model that will identify a known person to contact, provide one plan with joined-up and flexible support tailored to fit the Child's needs; Stop referral and re-application process.	●●	Piloted in 2017 Rollout in 2019
13	Roll Returns and Audit	Reduce frequency from 4 to 2 reports annually for Secondary schools by only retaining the March and July returns.	●	Timeframe TBC in 2020
14	Student Report	Reduce written reports from 2 to 1 per year on student progress and place greater emphasis on formative, face to face reporting to parents, alongside the pilot of Record of Learning (RoL).	●●●	TBC

Tier-2 Work - What's Next The Taskforce is now focusing on reducing the compliance and administration burden generated at the Board/School Level. This will be of benefit to all schools. The Role-based Workshop has been designed to understand common areas, drivers and size of the Tier 2 waste. The Taskforce is then seeking to grow capability in 2-3 exemplar schools and recommending one trained resource in each region. This will be achieved by a capability development approach and through **Partnership with the regions**. The candidates from pilot schools and regional offices will learn to reduce compliance and administration burden in their schools and regional offices through training & support from Lean Experts. E-Learning modules will then be developed to support increased accessibility to the tools and resources we are developing. **Diagram 2** shows the Proposed Tier 2 Approach and Deliverables.

