

Statement of Intent 2018-2023



Presented to the House of Representatives pursuant to section 39 of the Public Finance Act 1989.

Published by the Ministry of Education, New Zealand
November 2018.

Mātauranga House
33 Bowen Street
Wellington 6011, New Zealand

www.education.govt.nz



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978-1-77669-529-4 (Print)

978-1-77669-530-0 (Online)

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Foreword

Minister of Education



A handwritten signature in blue ink, appearing to read 'C Hipkins', written in a cursive style.

Hon Chris Hipkins

Minister of Education

*Responsible Minister for the
Ministry of Education*

We want a high quality public education system that provides all New Zealanders with lifelong learning opportunities so that they can discover and develop their full potential, engage fully in society, and lead rewarding and fulfilling lives.

We need an education system that can adapt to the needs of the modern world. We need our people to be resilient, creative, and adaptable. That's going to require a much more personalised learning experience, one that brings out the best in every individual.

We need to ensure that greater qualification attainment at the senior secondary school level is actually placing all young people on a pathway to further learning or employment. Evidence shows that our education system is not delivering for all students. It does not cater well either to those with educational disadvantages or for the gifted and talented.

There are persistent inequities within our system for Māori and Pasifika, and students with disabilities and learning support needs. This needs to change.

We are committed to rebuilding our public education system so it meets the needs of all learners and supports them to succeed. This is our chance to make a real difference and set the future for our children and young people. This starts with agreeing a shared vision for education and then ensuring the education sector works together to deliver improved outcomes for New Zealanders.

This Statement of Intent for the Ministry of Education recognises that need for change, and sets out the focus for the next four years and the key initiatives that the Government is seeking to progress over that period.

The Ministry is also reviewing its own strategic direction and how it operates. The strategic organisational priorities the Ministry has identified will progressively shape how it works to ensure it has the capability to meet the needs of current and future governments.

Responsible Minister Statement

I am satisfied that the information on strategic intentions prepared by the Ministry of Education is consistent with the policies and performance expectations of the Government.

Introduction

Secretary for Education



Iona Holsted
Secretary for Education

The Statement of Intent sets out how we plan to deliver on our purpose to shape an education system that delivers equitable and excellent outcomes. It outlines how we will do our work, what we will deliver and how we will measure progress.

With the breadth and scope of the work programme over the next four years we have an exciting opportunity to fundamentally shift the New Zealand education system – ensuring it meets the needs of students, parents, whānau, employers and the community now and in the future.

We have a role in both shaping the system and delivering key services. Neither of these can be effectively delivered without trusted relationships with the profession, students and their whānau and wider community.

Delivering on the ambitions set out in this Statement of Intent will be challenging. We need to continue to deliver day to day services, while working to redesign the system and potentially our role in it. With the Education Work Programme, the immediate deliverables for the Ministry are clear. However, there is uncertainty over the implications for system change which will impact over the period of this Statement of Intent as we:

- » revise medium term strategies – Education Vision | Te Pae Tawhiti, the Statement of National Education and Learning Priorities (NELP), Tertiary Education Strategy, Ka Hikitia, Pasifika Education Plan, Early Learning Strategy, International Education Strategy
- » review system settings with a series of big reviews – Tomorrow's Schools, vocational education and training, the National Certificates of Educational Achievement (NCEA) and school property, and as part of the broader State sector reforms
- » implement other key initiatives that will impact on the services required, like the Disability and Learning Support Action Plan and strengthening the approach to understanding progress across the schooling curriculum.

There are also Government expectations about how we will work with other Government departments, especially on wellbeing.

As a result, while covering the period 2018 to June 2023, this is a transitional Statement of Intent and will be updated during the period, when the longer term implications are clearer. The aim is to set out clearly and simply what we do, what is expected of us and how we are responding – transforming the Ministry and delivering improved results for New Zealanders.

We had already commenced work reviewing the strategy and operating model for the organisation and this will help ensure we have the capability required.

Chief Executive's statement of responsibility

In signing this information, I acknowledge that I am responsible for the information on strategic intentions for the Ministry of Education. This information has been prepared in accordance with section 38 and section 40 of the Public Finance Act 1989.

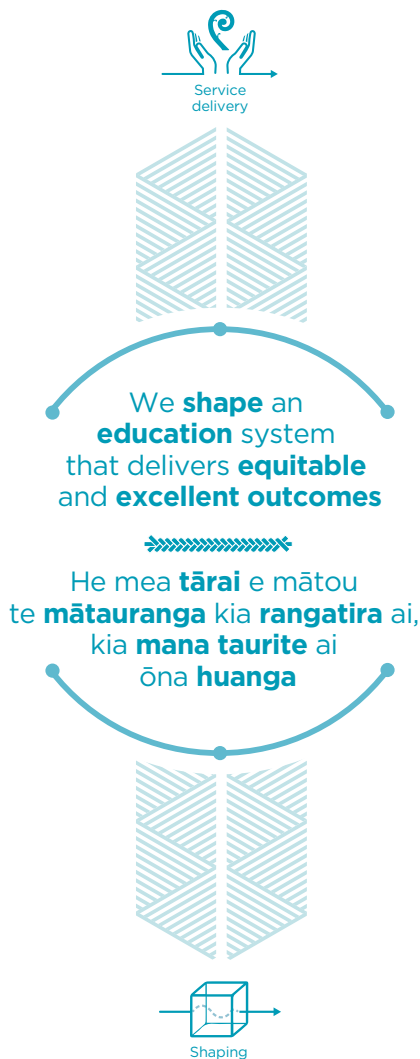
Purpose and role

Our purpose

During 2017, the Ministry reviewed its core purpose and agreed on the following statement which provides the motivation for all our work:

We shape an education system that delivers equitable and excellent outcomes

He mea tārai e mātou te mātaurangakia rangatira ai, kia mana taurite ai ōna huanga



Our commitment to the Treaty of Waitangi | Te Tiriti o Waitangi

Under the Treaty of Waitangi | Te Tiriti o Waitangi, we have joint responsibility with iwi, hapū and whānau to help ensure the education system supports and sustains the Māori language and Māori culture. We want the education system to be a major contributor to cultural participation and wellbeing. We honour the obligations of partnership, participation and protection.

What we do

The Ministry is in the process of reviewing the strategy and operating model for the organisation. This has reinforced our role shaping the education system and delivering services.

The Ministry of Education is the lead advisor to the Government on education, and also the steward of the education system. Stewardship in this context means:

- » focusing on educational progress for all children, young people and adult students, in support of their economic outcomes and wellbeing
- » providing advice on the long term health and performance of the education system
- » providing support to reposition the education workforce and raise the quality of teaching
- » ensuring the system reflects and fulfils our responsibilities under the Treaty of Waitangi.

We also:

- » regulate and support early learning providers, to ensure they are set up appropriately to provide education and support to children
- » support schools and teachers to raise achievement through advisory and support initiatives, as well as learning programmes for individual students and their families or whānau
- » provide learning support services to children and young people, and support to early learning services and schools
- » deliver direct infrastructure services to help schools function – including property, transport and information technology
- » set payroll strategy and monitor the schools payroll service to support an effective school workforce
- » administer the funding for early learning services and for schools, and hold responsibility for tertiary education funding which is administered by the Tertiary Education Commission (TEC)
- » gather, analyse, publish and use evidence, data and knowledge across the system
- » provide advice to government across the system.

The Ministry at a glance – 30 June 2018

EARLY CHILDHOOD EDUCATION (ECE)

OVER **202,000**

children were enrolled in ECE services

OVER **30,000**

teaching staff including home based coordinators

OVER **5,500**

ECE services and playgroups.

PRIMARY & SECONDARY EDUCATION

OVER **800,000**

children and students in primary and secondary schools

OVER **55,000**

teaching staff taught the National Curriculum in over 2,500 schools

TERTIARY EDUCATION

OVER **564,000**

students were in formal tertiary education, including 146,000 in industry based training

OVER **22,700**

academic staff at tertiary education providers¹

In 2017/18, we spent over **\$14.7 billion**

to enable over 1.5 million children, young people and adult students to learn and achieve.

We spent over **\$4 billion** on teacher salaries.³

We manage a property portfolio of **\$17.8 billion**

to provide, upgrade and maintain the physical environment to support children, young people and adult students achieve educational success.


OVER **\$8.4b** 
was spent on schooling²

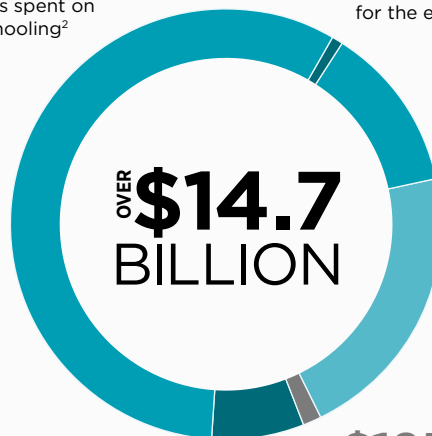
\$127m
was spent on other support for the education system

OVER **\$1.8b** 
was spent on ECE

\$3.1b 
was spent on tertiary education

\$1.0b 
of capital expenditure was spent on school property

\$195m 
was spent on school transport



Our people

WE EMPLOYED OVER

2,900 people in full-time equivalent roles (as at 30 June 2018).



We work from 41 locations around New Zealand, including our National Office in Wellington. Around 75% of our staff directly support either children and young people, or educators and education services.

- 1 This includes academic staff at public tertiary education providers, and also the academic staff at private training establishments that receive student achievement component funding, and/or have students with student loans or allowances, and/or that run Youth Guarantee programmes.
- 2 This is made up of \$3.1 billion for primary schooling, \$2.2 billion for secondary schooling and \$3.1 billion for schooling support.
- 3 This is based on a head count of principals, teachers, and any other staff who were employed under a teacher contract (eg, resource teachers), who were employed permanently or fixed term. It excludes teachers who were 'day relievers'.

System overview

The Education System is complex. It has a number of Crown entities with specific roles and responsibilities and tertiary institutions, schools and early learning services who have a high degree of autonomy.

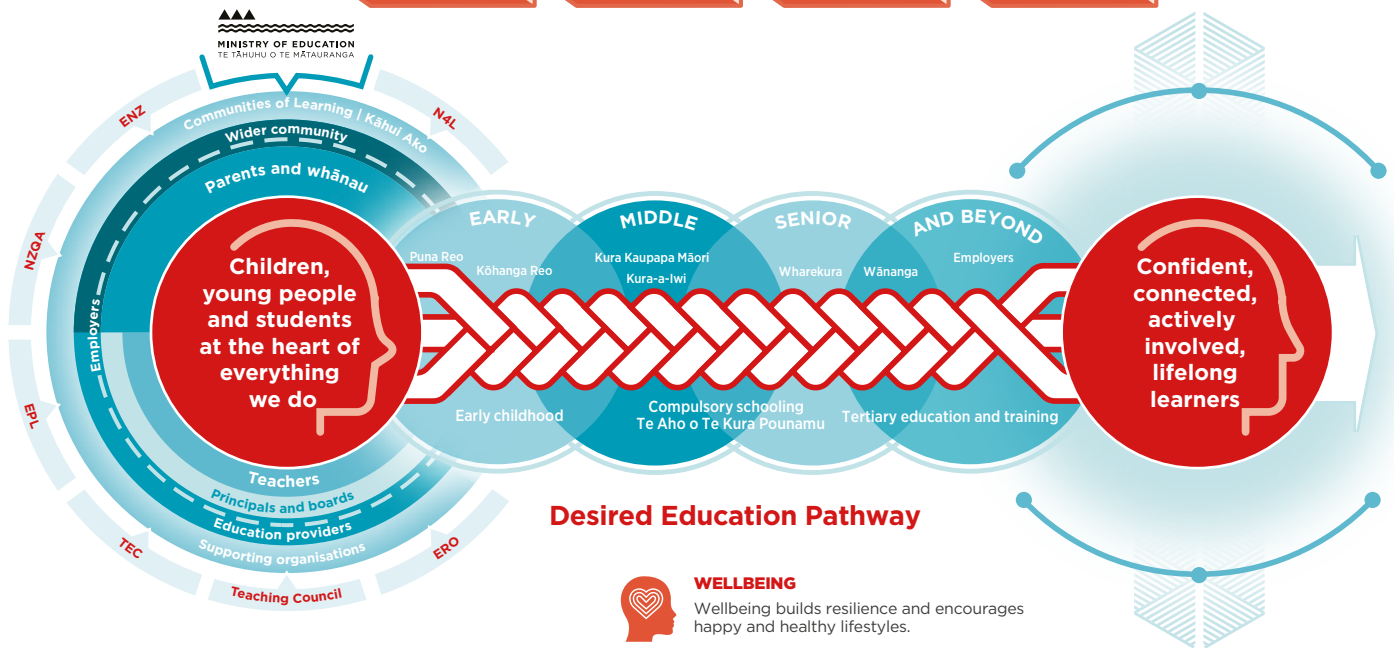
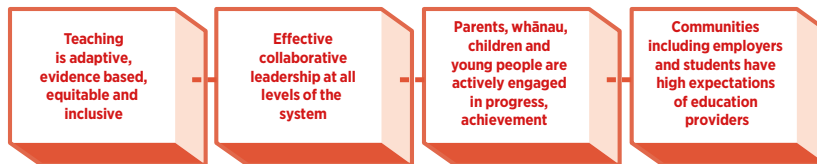
The education sector works together to shape the system for better outcomes, with the Ministry holding a key role across the entire system. This sector includes the Ministry and seven other sector agencies – the Tertiary Education Commission (TEC), the New Zealand Qualifications Authority (NZQA), the Education Review Office (ERO), Education New Zealand (ENZ), the Teaching Council of Aotearoa New Zealand, Education Payroll Limited (EPL) and Network for Learning (N4L). They collectively design, support, fund, review and enable the education system.

Services are delivered through a number of semi-autonomous early childhood education providers, schools and tertiary providers within the system, some of whom are Crown entities in their own right.

The education system needs to be centred on children, young people and students maximising their participation, progress and achievement, responding to the identity, language and culture within their family or whānau context. For a strong education system, that supports wellbeing and enables achievement, there are four principles for success that are recognised internationally and in the New Zealand context.

PRINCIPLES FOR SUCCESS

For any education system to be successful, research has identified four pre-requisites



In practice the pathway is disjointed, difficult to navigate and too many young people opt out because it is not responsive to their social, emotional, economic or intellectual needs.



Looking out **four years**

Our operating environment

The environment we operate in is fast moving, creating high demand on the education system and the Ministry to be responsive and embrace the future.

Domestic and global trends

The education system is influenced by and influences a variety of domestic and global trends, each of which presents risks and opportunities. A few examples of these trends and pressures are expanded on below.

New and persistent social pressures – Some parts of New Zealand society are under economic and social pressure and are not meeting their potential. There is a need to address intergenerational inequality and to rethink fundamental economic models.

Rapid disruptive technological change – Technological change is impacting the way New Zealanders live and work. New technologies, artificial intelligence, robotics and disruptive services impact the nature of work, education, regulation, national boundaries and cyber-dependency.

Changing demographics – With population growth and the changing demographic profile of New Zealand, the demands on the education system are also changing. The education system will need to evolve to provide for all New Zealanders.

Supporting Māori aspirations – The Treaty of Waitangi requires the Crown to work in partnership with Māori and to support Māori aspirations. We know the education system is uniquely placed to reflect and support Māori aspirations.

Urban and rural growth – Urban and rural change means a business as usual approach might no longer be sufficient to meet the scale of growth and decline, and address disparity in educational achievement.

Global connectedness – New Zealanders participate in and connect with more economies than ever before. Globalisation contributes to greater cultural and economic exchange taking place, with increasing numbers of international students coming to this country and more New Zealand students studying abroad.

Change in valued skills – Increasingly workers will need to be more adaptable and have a diverse range of soft and hard skills. They will also learn throughout their lifetimes as they change careers, retrain, and upskill while in work to meet the changing demands placed upon them.

Sector specific challenges

There are also a number of specific challenges facing the New Zealand education system.

Collaboration and alignment – There is a lack of collaboration, alignment and coherence making the devolved system limited in its effectiveness.

Equity and inclusion – Equity remains a persistent and serious issue, with insufficient progress toward equity of educational outcomes, particularly for Māori and Pacific students and those with disabilities and learning support needs.

Connection to community – Connections with parents, whānau, employers and communities need to be strengthened and focused on supporting educationally powerful partnerships.

Curriculum and delivery – The curriculum must keep pace with rapidly changing demands and the skills needed for the future.

Workforce and partners – Lack of workforce planning tools, recurring teacher supply issues, and a lack of an education workforce strategy hinder the ability to plan for the future.

Resources and funding – There is pressure on infrastructure and funding, particularly as a result of population growth and redistribution. In particular, there are challenges in overseeing the Crown's school property estate, with too many schools having outdated and worn-out facilities that no longer meet their educational needs.

Evidence and improvement – There is a lack of evidence and information sharing to support informed decision making by individuals, providers and at a system level.

Change and respite – Unless well aligned and coherent the quantum of change for the system can be unsustainable.

Stakeholder expectations

If we are to build the world's best education system we need to understand the expectations of all those involved and build a system in partnership with the people it serves. We want everyone – children, young people, parents, teachers, employers, iwi, families and whānau – to have a conversation about building not just a better education system, but the world's best. The recent Education Conversation | Kōrero Mātauranga engagement identified the top 10 values that people would like to see woven into the future of learning in New Zealand. These align well with the Government's focus on wellbeing, with Hauora/wellbeing identified as the top value and many of the others are subsets of wellbeing.

- » Hauora / Wellbeing
- » Whanaungatanga / Family / Community
- » Belonging
- » Diversity
- » Awhi / Caring for others
- » Creativity
- » Respect
- » Curiosity
- » Manaakitanga
- » Equity.

The feedback to date has highlighted the following issues that we are taking into account in our work.

Issues identified

- » No students should be disadvantaged due to financial or family circumstances
- » Children with additional learning needs require more funding and support
- » Students should be resilient, capable, resourceful, independent, socially competent and curious
- » Students need recognition for their contribution to family/whānau, hapu, iwi and community
- » Students need to be able to think critically, innovate, respect others, and take responsibility. They need good communication skills, and strong foundation skills in literacy and numeracy
- » Young people feel there is too much focus on assessments; this is a burden on them and their teachers
- » Many parents identified reducing bullying as a priority
- » Teachers need better remuneration and to have better supporting staff and strategies to improve teaching practice
- » Many felt the curriculum should focus on progress rather than testing or benchmarking
- » Differences in achievement between Māori and Pacific students and Pakeha need addressing, and there should be better teaching of Māori culture and history. Some felt te reo Māori should be compulsory, at least in primary schools.

There are a huge number of kids living in poverty. It's not just economic poverty, it's also emotional poverty. If we don't help to nourish these kids mentally, emotionally and physically then their learning journey will be short and most likely inadequate.

School becomes a "hub" and their role is to be a connector between students, whānau, community, business.

Provide specialised training for teachers or provide qualified staff to provide extra support.

I am involved with my learning because our teachers give us decisions on what we should do, e.g. maths, reading, te reo, writing, etc.

**Self respect is the platform for respect for others.
He Kākano ahau I ruia mai I Rangiatea.**

Relationships with the teacher and learner take time to establish, let's not rush this, let's create space and time for the connection/sense of belonging to be established for the learner.

I'd like more information included in reporting about the character of my child – not just measuring the standards.



Government expectations

The Ministry, and partner agencies in the education system, have a key role in delivering the Government’s priorities and helping to deliver on its commitments. Over the next three years, the Government is seeking to make significant progress in changing the education system to provide for all New Zealanders.

Government’s vision for education

This Government will champion a high quality public education system that provides all New Zealanders with learning opportunities so that they can discover and develop their full potential throughout their lives, engage fully in society, and lead rewarding and fulfilling lives.

This Government believes in an education system that brings out the very best in everyone and that means our educational offerings need to be as diverse as the learners we cater for.

We need our people to be resilient, creative, and adaptable, with great communication and interpersonal skills, and prepared to work collaboratively as well as independently.

In order to be effective in meeting these aspirations, our education system needs to change to meet the needs of the 21st century.

Government objectives for the education portfolio

Learners at the centre: Placing learners at the centre of the education system with a much greater focus on personalised learning, strong foundations and lifelong learning, the recognition and celebration of diversity, and a focus on learning environments that are culturally and socially responsive.

Barrier-free access: Breaking down the barriers to participation at all levels, with a particular focus on breaking down financial barriers by returning to the principle of a free public education that is available to all New Zealanders throughout their lives – this has already begun with the 1 January 2018 introduction of a year of fees-free tertiary education. Barrier-free access is not just about breaking down barriers, but also about actively giving all learners the same opportunities to succeed regardless of their socio-economic background.

Quality teaching: Championing quality teaching and the importance of a respected and supported teaching profession at all levels of the system.

Quality public education: Investing in and backing our world class, public education system.

21st century learning: Focusing on learning that is relevant to the lives that New Zealanders are living today, the technology they will interact with, and the types of skills that will provide them with the opportunities to thrive in all aspects of their lives. We also need to reconsider whether there are practical life skills that aren’t currently being taught within schools but should be.

The Coalition Government is working towards a 30-year strategic approach to education in New Zealand with the aim of building the best education system in the world. A big part of that is changing how we work so that we do things with, rather than to, people. This approach involves engaging with New Zealanders, inviting and listening to voices and communities who are typically not well served by the current education system.

The intent is to develop a shared vision for education, Te Pae Tawhiti, and revise medium term strategies, system setting and other services to create a high quality education system that is fit for the future, and provides New Zealanders with lifelong opportunities. This is so they can develop to their full potential, engage fully in society, be work-ready, and able to lead rewarding and fulfilling lives.



- Kōrero**
- Mātauranga**
- Me kōrero tātou**

The associated Education Work Programme is in the process of stripping down, examining and rebuilding the fundamental building blocks of our system that have been in place for decades. It is summarised in the diagram below with the associated key deliverables from the Ministry of Education set out in more detail on pages 16 to 23.



Ministry of Education strategic framework

THE EDUCATION SYSTEM IS A MAJOR CONTRIBUTOR TO:	Social and cultural participation and wellbeing Economic prosperity and growth
MINISTRY OF EDUCATION – OUR PURPOSE:	We shape an education system that delivers equitable and excellent outcomes
Our commitment to the Treaty of Waitangi:	We honour the obligations of partnership, participation and protection

Delivering on the following MINISTRY STRATEGIC PRIORITIES:	Resulting in the following OUTCOMES and OBJECTIVES:												
<div style="display: flex; flex-direction: column; gap: 10px;"> <div style="display: flex; align-items: center;"> <div style="background-color: white; color: #00728f; padding: 5px; border-radius: 5px;"> Lead the design for the future of education </div> </div> <div style="display: flex; align-items: center;"> <div style="background-color: white; color: #00728f; padding: 5px; border-radius: 5px;"> Lead the development of a capable workforce for early childhood and schooling </div> </div> <div style="display: flex; align-items: center;"> <div style="background-color: white; color: #00728f; padding: 5px; border-radius: 5px;"> Embed continuous improvement </div> </div> <div style="display: flex; align-items: center;"> <div style="background-color: white; color: #00728f; padding: 5px; border-radius: 5px;"> Adopt optimal service delivery </div> </div> <div style="display: flex; align-items: center;"> <div style="background-color: white; color: #00728f; padding: 5px; border-radius: 5px;"> Invest to support access to learning </div> </div> </div>	<div style="display: flex; flex-direction: column; gap: 10px;"> <div style="display: flex; align-items: center;"> <div style="text-align: center;"> THE EDUCATION SYSTEM Is relevant & reaches all CHILDREN & STUDENTS with </div> </div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: white; color: #00728f; padding: 5px;">High quality regulatory, funding and institutional arrangements</td> <td style="background-color: white; color: #00728f; padding: 5px;">High quality infrastructure</td> </tr> <tr> <td style="background-color: white; color: #00728f; padding: 5px;">High quality curriculum and qualification frameworks</td> <td style="background-color: white; color: #00728f; padding: 5px;">Information and data enabling good decision making</td> </tr> </table> <div style="display: flex; align-items: center;"> <div style="text-align: center;"> EVERY CHILD & STUDENT achieves EDUCATIONAL SUCCESS with: </div> </div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: white; color: #00728f; padding: 5px;">High participation and engagement</td> <td style="background-color: white; color: #00728f; padding: 5px;">All learners achieving and progressing to their potential</td> </tr> <tr> <td style="background-color: white; color: #00728f; padding: 5px;">Informed and supportive parents, whānau, iwi, communities & employers</td> <td style="background-color: white; color: #00728f; padding: 5px;">Effective teaching and educational leadership</td> </tr> </table> <div style="display: flex; align-items: center;"> <div style="text-align: center;"> NEW ZEALANDERS HAVE THE skills & knowledge FOR WORK & LIFE with: </div> </div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: white; color: #00728f; padding: 5px;">Skills match labour market needs</td> <td style="background-color: white; color: #00728f; padding: 5px;">Internationally credible skills and institutions</td> </tr> <tr> <td style="background-color: white; color: #00728f; padding: 5px;">Socially and culturally confident and competent people</td> <td style="background-color: white; color: #00728f; padding: 5px;">High quality research and innovation</td> </tr> </table> </div>	High quality regulatory, funding and institutional arrangements	High quality infrastructure	High quality curriculum and qualification frameworks	Information and data enabling good decision making	High participation and engagement	All learners achieving and progressing to their potential	Informed and supportive parents, whānau, iwi, communities & employers	Effective teaching and educational leadership	Skills match labour market needs	Internationally credible skills and institutions	Socially and culturally confident and competent people	High quality research and innovation
High quality regulatory, funding and institutional arrangements	High quality infrastructure												
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High participation and engagement	All learners achieving and progressing to their potential												
Informed and supportive parents, whānau, iwi, communities & employers	Effective teaching and educational leadership												
Skills match labour market needs	Internationally credible skills and institutions												
Socially and culturally confident and competent people	High quality research and innovation												

SUPPORTED BY:

Strong leadership and clear strategic direction	Capable and engaged staff	Good financial and resource management	Good information management systems and processes
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The strategic framework for the organisation is summarised on the previous page. It shows how the work we do will lead to the outcomes we seek for education in New Zealand.

The Ministry contributes to an overall education system with multiple players as noted on page eight. We collectively contribute to a series of outcomes and objectives that should lead to an education system that delivers equitable and excellent outcomes and improved wellbeing. We will also be responding to changes coming out of the State sector reforms.

On pages 16 to 23 we have set out what the Ministry is doing to deliver on those outcomes and objectives, with symbols highlighting where they form part of the Minister's work programme.

We have also included a set of high-level performance indicators that help us monitor progress. Progress will be measured over multiple years and requires input from multiple players – we cannot achieve them on our own. Where feasible data will be broken down to enable us to monitor progress in relation to equity as illustrated in the tables on pages 16 to 23. In a number of instances, identifying improved performance indicators is dependent on progressing the Education Work Programme.

In addition we:

- » contribute to wider performance information across the public sector, in particular the Government's child poverty, wellbeing targets, the Treasury's Living Standards Framework, and Indicators Aotearoa New Zealand, which is being developed by Statistics New Zealand
- » provide a comprehensive set of performance measures across all Ministry activity in the Information Supporting the Estimates of Appropriations and the Supplementary Estimates
- » continue to improve our performance information and provide ongoing data collection and analysis, research and evaluation to inform our policy advice and service delivery.

The Ministry is in the process of reviewing the strategy and operating model for the organisation. The proposed strategy set out in the Ministry Strategic Priorities will progressively shape how we deliver our work.

The strategic framework will be updated when work on the strategy and operating model development is completed and aligned with any needed changes as a result of decisions arising from the Education Vision | Te Pae Tawhiti for Education and associated education work programme. The aim is to ensure we have the capability to respond and support the decisions from the Education Work Programme, while recognising they may impact on the role and expectations of the Ministry.

Our annual reports to Parliament will include reporting against this Statement of Intent and annual financial and non-financial performance information in the Estimates of Appropriations.



Delivering **equitable** and **excellent outcomes**

All of our work is designed to deliver equitable and excellent outcomes, contributing to social and cultural participation and wellbeing, and economic prosperity and growth, as illustrated in the strategic framework on page 14.

We contribute by shaping the education system so it is relevant and reaches all children and students. We then work with others to ensure that every child and student can progress and achieve educational success, and ultimately people have the skills and knowledge they need for work and life. We work collectively with others to achieve these outcomes – they are not something we can achieve alone.

Outlined below we have set out the focus for the next four years, what success might look like and how we plan to monitor progress. We have highlighted where work contributes to the education work programme.



The education system is relevant and reaches all children and students

High quality regulatory, funding and institutional arrangements

High quality curriculum and qualification frameworks

Information and data enabling good decision making

High quality infrastructure

To develop and maintain an education system that is relevant and reaches all children and students there are some key intermediate outcomes we need to have. We have a shaping and delivery role in supporting these.

Focus for the next four years

The intention over the next four years is to identify what is needed to create a high quality public education system that brings out the best in all New Zealanders. Our education system also needs to be able to respond to the education needs of the future. The expectation is that all parts of the system will work together to lay the foundations for the next 30 years of education and learning in New Zealand.

Over the next four years this will include creating a long term vision for learning in New Zealand, reviewing key parts of the system, and ensuring the right regulatory and funding arrangements

and curriculum and qualification frameworks continue to support learners to succeed. We are focused on improving education through policies that are based on robust research and evidence.

As part of this, we will ensure that all schools will have quality learning environments to help deliver equitable and excellent education outcomes. The school property portfolio needs to be sustainable, equitable and well managed.

Our work will be focused on progressing the following pieces of work and implementing government decisions that flow from them.

» Refine, articulate and build shared ownership from the Education Summits and National Conversation | Kōrero Mātauranga for a long term vision for learning in New Zealand Aotearoa.



» Strengthen the approach to understanding progress across the schooling curriculum.



» Develop a Statement of National Education and Learning Priorities (NELP) for early childhood and compulsory education to inform strategic planning and prioritisation by services and schools.



» Explore options and ideas on how NCEA, the key-stone qualification for secondary school leavers, can be strengthened to meet the needs of 21st century learners.



» Review the way the governance, administration and management of our schooling system works, and whether it meets the needs and aspirations of all learners, and support any decisions arising from it. Strong focus on implementing government decisions on the Tomorrow's Schools review recommendations



» Provide an enduring strategic framework for Māori language in education and an annual implementation plan.



» Identify ways to reform how school property is organised and develop a long term plan to ensure that all students and teachers can learn and work in quality environments that support their success.



» Te Kawa Matakura – develop an extension programme based on Mātauranga Māori for rangatahi as future leaders.



» Develop a National Education Growth Plan with an Auckland Education Growth Plan as a sub-component of this Plan. This will set out the planning and consultation principles for the schooling network to provide equity of access for all students.

» Create the right systems and processes to support effective delivery of directly provided, outsourced and partnered services.

» Improve information management by:

- extending the Ministry's data warehouse (EVa) beyond its current focus on tertiary data to include ECE, schooling and workforce data
- progress the Integrated Data Programme, including delivering the Student Information Sharing Initiative early stage roll outs, and planning for a proposed national learning repository.

» Ensure that government funding and regulation of home-based early childhood education (ECE) supports good outcomes for children.



» Implement the Education Resourcing System (ERS), enabling us to continue to determine and deliver resources for both schools and ECE after 2020.

» Develop a strategy that sets out the Government's current and medium term priorities for tertiary education and training.



» Develop, deliver and embed key initiatives in the Ministry's overall Digital Transformation Strategy, providing the Ministry and sector access to tools, knowledge and data to achieve their objectives.

What would success look like?

- » Regulatory, funding and institutional arrangements are effective and support the educational achievement of all learners, and the long term outcomes of the education system.
- » The education system has recognised curricula and a qualifications framework which supports teaching, learning and assessment, including progression. The early learning and school curricula are of high quality and relevant for current and future needs. The qualifications framework allows qualifications to meet the needs of society and the economy and to be consistent, comparable and internationally recognised.
- » Information and data is accessible, accurate, timely and relevant to enable stakeholders to access the information they need for good decision making.
- » Infrastructure assets and services are provided to create learning environments that are accessible to all, fit-for-purpose, accommodate a range of learning and teaching opportunities and are managed as a portfolio to provide value for money.

How do we measure progress?

Result area	Indicator	Desired trend	Equity data available
International assessment of the education system	International monitoring agency results from recent surveys World Economic Forum Global competitiveness index - Quality of the Education System		✓
Public assessment of service	Kiwis Count Service Quality score(s) for Education and Training Services		
Condition of the school property portfolio	Percentage of State school buildings with a maintenance index of '3' or better as an indicator of relative maintenance requirements		

In addition to these indicators, the work underway reviewing curriculum, progress and achievement will explore how to assess the success of schools in implementing the curriculum. In the interim, the Ministry will continue to use a combination of Education Review Office reports, school and kura annual reports, and the National Monitoring Study of Student Achievement (NMSSA) to understand curriculum implementation. The work on Ke Kawa Matakura and Tau Mai Te Reo should also help identify potential Māori outcomes and associated indicators.

Work is also underway to develop an improved utilisation indicator for the school property portfolio as part of our school property portfolio asset plan, the National Education Growth Plan and investor confidence rating work.



Every child and student achieves educational success



Individual progress in the education system needs more than just a well-functioning system. Evidence shows that quality teaching and leadership is the strongest in-school influence on children and young people’s learning. It also shows us that involving parents, whānau and communities improves outcomes for students. We have a shaping and delivery role in supporting these areas.

Focus for the next four years






The intention over the next four years is to create an inclusive education system where the achievement, progress, wellbeing and participation of all children is valued and supported. To achieve this we need to increase the support we provide Māori and Pacific children, as well as those with additional learning support needs or disabilities. This will involve building stronger connections between education, iwi, whānau and local communities and developed agreed strategies and action plans to implement change.

We also aim to make teaching a more highly valued and sought after career. New Zealand’s education workforce needs to be future-focused and supported to help every child progress and achieve their aspirations. Over the next four years, this will involve looking at what is needed to attract, recruit and retain teachers now and in the future, while reducing compliance so they have more time to teach.

Our work will be focused on progressing the following pieces of work and implementing government decisions that flow from them.

- » Develop, and implement, a future-focused, learner-centred education workforce strategy that will lead to the development of the education workforce New Zealand needs. The strategy will:
 - ensure that we attract, recruit and develop the diverse, skilled and motivated workforce needed for all learners to achieve success
 - help address the inequities currently in the education system
 - understand the unique workforce requirements and approach across both Māori-medium and English-medium settings.








- » Te Ahu o Te Reo Māori – developing an education workforce that has the capability to use Māori language confidently and correctly, every day and in learning programmes. 
- » Provide a shared vision and a plan for having an early learning sector that gives all children genuine opportunities for high quality early learning and development that supports their identity, language, culture and enables them to learn and thrive. 
- » Develop and implement a three to five year programme of action to improve learning support so we can plan for and meet the needs of all learners. 
- » Develop a long term approach to equitable outcomes for Māori children and young people in the education system and embed it across all developing strategies and reviews. This includes:
 - using a refreshed Ka Hikitia as an enduring strategic framework with an annual implementation plan, and
 - a co-constructed approach building off Te Kotahitanga to address cultural bias in schools to support equity and accelerate Māori educational achievement. 
- » Develop a long term approach to equitable outcome for Pacific children and young people in the education system and embed it across all developing strategies and reviews. 
- » Provide tools and information to build providers’ capacity to engage with parents, communities and employers.

What would success look like?

- » The education system attracts and retains motivated and capable teachers and leaders who work cooperatively to share and improve teaching practice and student performance.
- » Parents, whānau, iwi, communities and employers, in partnership with education providers, support learners to realise their potential and progress successfully towards their education aspirations.
- » An inclusive and culturally responsive education system that meets the needs of all learners and has clear learner pathways that engage people in learning.
- » Progression through the education system gives people the foundation to realise and achieve their potential.

How do we measure progress?

Result area	Indicator	Desired trend	Equity data available
Prior participation in early childhood education (ECE)	Percentage of school entrants who have attended ECE before starting school		✓
Participation in primary and secondary education	Percentage of students attending school regularly		✓
Rates of bullying	Rates of bullying in school and international comparisons		✓
Achievement on international assessment of key skills	Proportion of students at or above a baseline level of skills (Level 2 or above) at age 15		✓
Senior secondary attainment	Proportion of 18 year olds with NCEA Level 2 or equivalent qualifications		✓

In addition to these indicators, the work underway reviewing curriculum, progress and achievement will explore how to assess student progress in primary and secondary schooling. In the interim, schools will continue to monitor, measure and assess their students' education progress as they have always done, and the Ministry will continue to use a combination of Education Review Office reports, school and kura annual reports, and the National Monitoring Study of Student Achievement (NMSSA) to understand the national picture of student achievement.

The work underway to develop an education workforce strategy will explore potential indicators once the intended outcomes and goals for the strategy have been agreed. In the interim the Ministry will continue to analyse available information such as OECD TALIS results for teachers and principals, giving insights into education levels, experience, professional learning and development and the use of formal appraisals.

New Zealanders have skills and knowledge for work and life



New Zealand needs an education system that enables its people to be successful in life in an increasingly globalised world. We have a largely shaping role in this area, with service delivery provided through Education New Zealand (ENZ), the Tertiary Education Commission (TEC) and the tertiary education organisations they monitor.

Focus for the next four years

The intention over the next four years is to build the skilled workforce that will lift New Zealand's productivity and raise our living standards. We intend to provide more pathways into tertiary education and make it more accessible. We need to do this to ensure that New Zealanders are equipped with the skills they need to find employment and develop the skills that will help them succeed in work and life. This includes recognising the value of lifelong learning so people have the ability to adapt to change. We also intend to continue to develop the international education sector, focusing specifically on high quality education delivery, student experience and global citizenship.

Our work will be focused on progressing the following pieces of work and implementing government decisions that flow from them.

- » Develop a long term approach to the fees-free policy for tertiary education and training.
- » Review vocational education and training to ensure New Zealand has a skills system that is adaptive and supports the changing world of work, and that we have healthy and effective public regional vocational education.



- » Develop and implement a set of actions to improve the quality and effectiveness of a school based careers system, with links to the new TEC Career System Strategy.



- » Setting the strategic direction for international education so it delivers excellence for students and long term value for New Zealand.



- » Reviewing the Performance-Based Research Fund in 2019 following on from the upcoming Quality Evaluation to ensure that the benefits of research are shared across New Zealand.



- » Acknowledge and recognise Mātauranga Māori in supporting wānanga to develop their research capacity and capability so they can realise their research ambitions.



- » Working with the Adult and Community Education (ACE) sector to design a new vision and priorities for the ACE sector. This will inform the new tertiary education strategy and future Government investment in ACE.




What would success look like?

- » Education better equips people for employment in a globally competitive labour market, supporting them to develop skills to meet current and future labour market needs.
- » The education system supports people to develop social and emotional skills and cultural values that will help them succeed in work and life.
- » Providers offer high quality courses and qualifications that are internationally recognised

and valued. This supports graduates and employers to be competitive in the global labour market as well as attracting international students and high quality staff.

- » Tertiary education organisations support New Zealand to create opportunities through research and innovation, encouraging knowledge creation and transfer, and providing products, skills and services that deliver economic, environmental, social and cultural benefits.

How do we measure progress?

Result area	Indicator	Desired trend	Equity data available
All New Zealanders can access the tertiary education and training they need	First time participation rate in Level 3 to 7 education and training Participation rate in vocational education and training		✓
Improved transition from school to tertiary education and training	Proportion of school leavers enrolled in Level 3 or higher education and training within three years of leaving school		✓
Adult competencies to participate in society	Proportion of 25 to 64 year olds with no formal qualifications		✓

In addition, the Ministry has work underway on a post education outcomes framework to identify measures of success from secondary and tertiary education, including broader outcomes from education. The focus is on outcomes for individuals and whānau, not a whole of system performance framework. The purpose is to inform better decision making on education that will improve the wellbeing of New Zealanders.

In relation to the quality of tertiary institutions and the benefits from international education, we will continue to work with the TEC and ENZ, who have delivery roles in these areas, to identify and assess performance.



Ministry **strategic priorities**

In the process of reviewing the strategy and operating model for the organisation, the Ministry has identified five strategic priorities. These will progressively shape how we do our work.



Lead the design for the future of education

Invest in capability and capacity to lead co-design for the future of education, including through research and development, policy, regulation, infrastructure, services, people and curriculum. System change is coherent, aligned to and anticipating broader social, economic and global contexts, and sustainable.

Where do we need to go as a Ministry?

Leading the design for the future of education builds on New Zealand's history, many years of experience and some sound foundations. We have an opportunity to reset the system, the relationships and the accountabilities in a comprehensive manner. Also, by building off the Kōrero Mātauranga, we have the opportunity to continue to co-design the strategic future.

We need a system that delivers success for a growing and diverse New Zealand population that positively contributes to social, cultural, economic and environmental wellbeing, and to people's individual health and wellbeing outcomes. The system needs to be more culturally responsible reflecting New Zealand's increasing diversity, enabling positive participation in society while meeting our obligation to the Treaty of Waitangi. In addition, our commitments to the right to an inclusive education and free compulsory education need to be met. Finally, we need a system that keeps pace with changes in society, work, business, the economy, and citizen and government expectations.

To deliver this system, the work will be demanding with a necessity for it to be iterative and it will require a Ministry that is responsive, engaging and embraces the future. We need to:

- » be purposeful and focused on leading the design for the future of education
- » show leadership and direction
- » articulate a clear vision of policy and design directions, and a roadmap for achieving education outcomes that benefit all New Zealanders.



Lead the development of a capable workforce for early childhood and schooling

Deliver, implement and monitor an education workforce strategy to attract the right people to the education profession and support them to be excellent practitioners. Build the knowledge, tools and capability to design for a culturally responsive and inclusive system, enabling effective intervention and improved education outcomes.

Where do we need to go as a Ministry?

The Ministry will lead the development of a strategy for the early childhood and schooling workforce that enables a culturally responsible, inclusive, high performing education system in the context of Kōrero Mātauranga, which is setting the longer term picture and expectations.

We will lead the development of an education workforce strategy to help attract the right people to the education profession and support them to be excellent practitioners. The strategy needs to steer investment, including when and how this happens and will be developed with and for the profession.

The Ministry will follow through to deliver with impact, and implementation will need to include building in feedback loops so we know where there are successes, and where problems are emerging and what to do next. The Ministry will need to build partnerships, knowledge, tools and capability to achieve this.



Embed continuous improvement

Continuous improvement is embedded into how we deliver on our role and purpose. People's voices, evidence, data and feedback loops enable action and advice to improve the system for children, young people and students.

Where do we need to go as a Ministry?

Purposefully designed and usable feedback loops will help the Ministry better understand what works, for whom and when, and under what conditions. Information from these feedback loops will help us do more of what works, with resource allocation, and inform the stopping or changing of what doesn't work or is less effective.

The Ministry needs to develop and use feedback loops at a system level, within sectors and through pathways. Feedback loops are already informing improvement at different levels in the system. An example of this is the spiral of inquiry feedback loop driving improvement in some schools and Kāhui Ako, and performance information that is influencing tertiary provider choices.

By treating data as an asset, we will continually invest in the people, processes and technology required to understand what is working to improve outcomes for all. We will also be able to provide and enable access to information to decision makers in the education system, to communities and to students. Along with people's voices, evidence and data will enable action and advice to improve the education system for children, young people and students.



Adopt optimal service delivery

We select the best delivery approaches to meet the needs of children, young people and students, including understanding the effectiveness of interventions for those with learning support needs.

Where do we need to go as a Ministry?

The Ministry is responsible for advising on and adopting the best delivery approaches to meet the needs of children, young people and students as well as funding, providing and purchasing services across the education system. To do our job well, we need to ensure equity of access to education and to better understand the effectiveness of providers, services and interventions for children, young people and students.



Invest to support access to learning

We understand, plan and organise our investment in the best possible way, to support the delivery of and access to education services.

Where do we need to go as a Ministry?

We need to lift the quality of the system partnership with communities to maximise the potential of our investment and to improve the performance of the system, particularly for those too often underserved.

There are not limitless resources and we face prioritisation challenges. These challenges will be complicated by demographic changes, changes in student participation, changes in curriculum delivery, and expectations of government and the community.

Building capability for the future

MINISTRY CAPABILITY

Strong leadership
and clear strategic
direction

Capable and
engaged staff

Good financial and
resource management

Good information
management and
systems and processes

We are building our capability and better aligning our resources to help shape an education system that delivers equitable and excellent outcomes.





What would success look like?

- » We have a clear sense of purpose and strategic direction, with leaders in the organisation embracing the future and supporting staff to realise the opportunities.
- » We are an employer of choice and a great place to work with engaged staff who reflect, understand and value the diversity of the communities we work within and serve.
- » We have the capability, systems and processes to manage our resources and maximise our contribution to desired outcomes and objectives.
- » Data is a key asset and we have the people, processes and technology to support evidence based decision making and continuous improvement.

What work are we planning to improve our capability?

- » Reviewing the Ministry's Strategy and Operating Model to set out how we will do things and the support we need to achieve our purpose.
- » Building essential corporate services and systems to support optimum levels of autonomy and accountability.
- » Continuing to embed our People Strategy to ensure our workforce reflects, understands and values the diversity of the communities we work within and serve.
- » Embedding understanding and respect for Te Tiriti o Waitangi and tangata whenuatanga, prioritising the development of cultural competence, and addressing bias through a Ministry-wide programme, Te Ara Whiti.
- » Improving our strategic planning and financial management framework to ensure resources are invested optimally towards our strategic direction and sustainable operation.

How do we measure progress?

Result area	Indicator	Desired trend
Ministerial satisfaction	Satisfaction rating given by the Minister of Education with the overall performance of the Ministry	
Staff engagement	Staff engagement is similar to comparable public sector agencies	
Diversity and inclusion	Progress on the Ministry's diversity and inclusion measures	
Sound financial governance	Maintain and improve monitoring agency assessment of financial governance	

We **shape** an **education** system
that delivers **equitable** and
excellent outcomes

He mea **tārai** e mātou
te **mātauranga** kia **rangatira** ai,
kia **mana taurite** ai ōna **huanga**