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## Ambitious for New Zealand

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THE MINISTRY OF EDUCATION

# Four Year Plan

# 2016-2020

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

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# Guide to this plan

## PART 1 WHO WE ARE

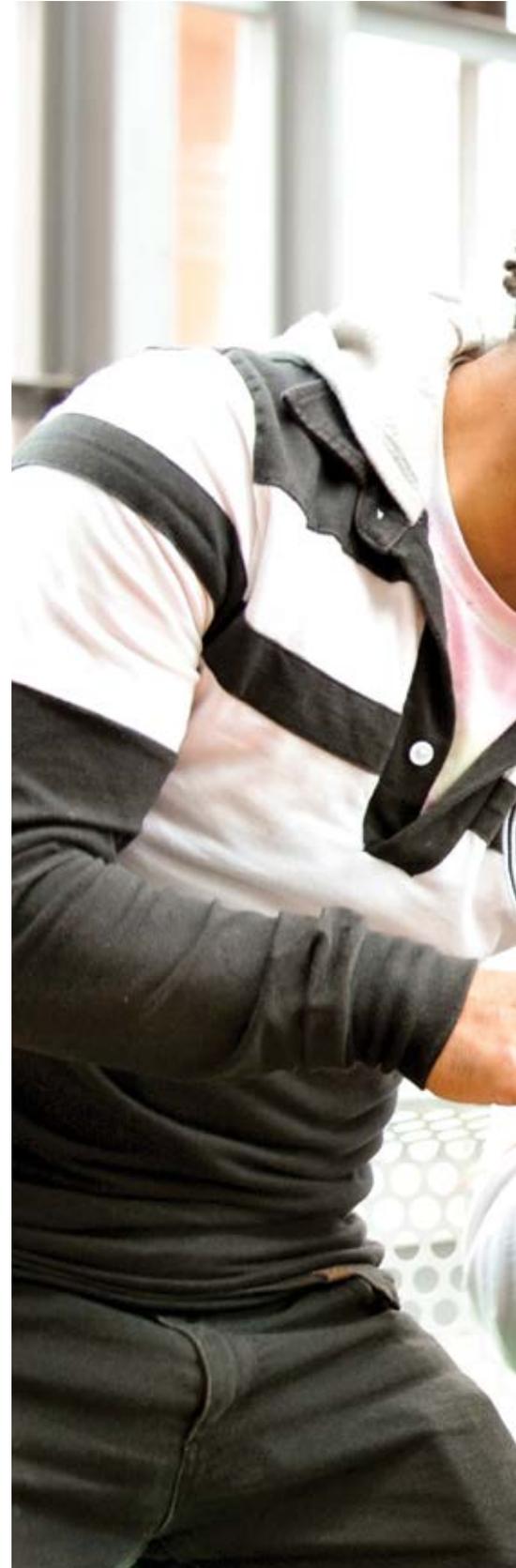
Part 1 talks about who we are, our roles and responsibilities and our behaviours. It outlines what being steward of the education system means and our absolute focus on helping the system to increase educational achievement for every child and every student, giving them the skills they need for life and work.

## PART 2 OUR PLAN

This section brings together the Vote Education and Vote Tertiary Education goals and actions into a single plan. The plan outlines our short and long-term goals for the education system and how those contribute to New Zealand's social, cultural and economic wellbeing. Here we outline our key policy and operational priorities for the next four years. These priorities are agreed with the Minister of Education and the Minister for Tertiary Education, Skills and Employment.

## PART 3 OUR DELIVERY

This section describes our internal priorities for development and how we align our resources to deliver our strategic priorities.





# Foreword

## Minister of Education



**Hon Hekia Parata**  
*Minister of Education*

Being the Education Minister is truly a privilege. Every day I work with people who are passionate about helping our children and young people to be the best they can be. We all want a better life for our kids and educational achievement is the best passport towards that.

Education is critical to building a strong and successful New Zealand. It underpins our economy and how well we compete in the global market for jobs and innovation. It improves individuals' life choices and their health and employment outcomes. It is an investment, and an investment with a big return.

We all want a system that helps every New Zealander reach their potential. Right now, we are only part way there. We still punch above our weight on the global stage, but our results have flat-lined and we need to act.

Our system works for most students. It has to work better for all.

As we move into a global knowledge economy we need to equip our kids for a future we cannot fully see and for jobs that don't yet exist. The system has to modernise to equip young people for this uncertain future.

In the last seven years we have increased participation in early childhood education and achievement in schools. Data is being used to help schools address the learning needs of individual students and support them to make progress. We have new pathways from school into further education and the workplace. And the new Education Council is leading work to raise the status of the teaching profession.

Within the period of this Four Year Plan I hope that almost all schools and a growing number of early childhood centres will be working together in Communities of Learning. These will help schools, kura and early childhood centres to develop much clearer learning pathways through the system for kids, build the quality of teaching and leadership for kids and make collective decisions about where to prioritise effort to address their achievement challenges and meet their community's needs for kids.

We will also have a new Education Act and an updated funding system, which will be underpinned by data and technology. Data will help drive learning and the decisions made by students, parents, teachers, principals and Communities of Learning. Data will also drive the decisions we make across government about what services to deliver, to who and when. Technology is making this possible.

These changes are all about raising achievement and building a truly world class education system for the future. I expect the Ministry of Education to steward the New Zealand education system so that all children and young people are able to appreciate their potential and make meaningful educational steps towards realising it.

### Statement of Ministerial responsibility

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.

# Foreword

## Minister for Tertiary Education, Skills and Employment



A stylized, handwritten signature in black ink, consisting of several fluid, connected strokes.

**Hon Steven Joyce**  
*Minister for Tertiary Education,  
Skills and Employment*

Tertiary education provides New Zealanders with the knowledge they need to improve their skills and provide income for themselves and their families.

In a rapidly evolving economy, New Zealanders need the ability to adapt and thrive in an increasingly global world. My main objective is to keep improving results for learners, employers, and the broader community to ensure that we are developing a workforce that is highly-skilled, well connected and well rewarded throughout their working lives.

The work programme to achieve this objective is ambitious. It is being driven by the Government's Business Growth Agenda, the Tertiary Education Strategy, and the Better Public Services targets. Getting it right will mean that we have a highly-skilled workforce that continues to drive New Zealand's economic growth and prosperity.

We have already improved the performance of the tertiary education system. We have strengthened tertiary education research by increasing the size of the Performance-Based Research Fund and simplifying its reporting requirements. We are funding new Centres of Research Excellence and the new Centres of Asia-Pacific Excellence. We have improved the value for money of the tertiary education system by reducing spending in low-value areas, better targeting need, and reinvesting the resulting savings in policies to improve system performance.

Young people have more options when moving from school to tertiary education and employment through the Youth Guarantee, supported by Vocational Pathways. We have revitalised industry training, including launching New Zealand Apprenticeships, and are continuing to invest in expanding the Māori and Pasifika Trades Training Initiative.

Over the next four years, we will continue to implement the Tertiary Education Strategy 2014-2019. We will make better use of information on post-study outcomes, including employment, to improve decision-making and strengthen linkages between education and the labour market. We will provide students with high-quality, user-friendly information about possible careers and training pathways to support their decision-making.

The Government has committed to making foundation education fees-free from 2017 and is investing further in workplace literacy and numeracy provision. We are investing in universities to strengthen their contribution to the economy.

We are committed to having a tertiary education system that supports people from all backgrounds to develop the skills they need to succeed and a system that helps businesses attract the skilled people they need to prosper. This will help New Zealand to be productive and competitive and a highly attractive place to live and work.

### Statement of Ministerial responsibility

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



**Peter Hughes**  
*Secretary for Education*

New Zealanders need to be equipped to thrive in the rapidly developing global environment. Our education system plays a huge part in this – it helps children, young people and adults to learn and achieve throughout their lives and to build the skills and knowledge for work and life.

We all know that a great education is one of the strongest foundations for a prosperous life, a flourishing society and a strong economy. The Ministry of Education and the other government education agencies have an important role in helping create an education system that supports this.

Over the past three years, we have focused on building our role as stewards of the education system and making sure the work we do helps children and young people to participate in education and achieve. We have positioned ourselves to support teachers and educators, principals and leaders, support staff and volunteers – those who work directly with our children and young people – to make this happen. They are the people who have the most direct influence on student achievement.

This Four Year Plan is a clear statement of the Ministry's direction, its goals and focus for the coming few years. The work programme set out here presents a great opportunity to build on our progress to date and continue improving the system so that it meets the needs of our communities and can respond effectively as these needs change over time.

Through Communities of Learning, we are encouraging teachers, providers and agencies to work together. We are making changes to our core legislation so it focuses more on students and their learning and we are examining ways to improve the funding systems for early learning and schooling. Alongside this, we are looking at how we can best support those with additional learning needs.

An important focus for us is to work more closely with parents, family and whānau, communities and employers, and connect them to efforts in raising student achievement. Increasingly, we are getting the data and evidence to be specific about the impact of educational achievement on life choices and life outcomes. We are also much more able to identify the obstacles to educational achievement some young people face. This data is helping us focus our efforts and Government's investments. Using our resources effectively will help us to promote the long-term health of the system.

With our partners, our tertiary work provides the skills our employers need and helps at-risk young people get into a career. We are boosting achievement of Māori and Pasifika students and the literacy and numeracy skills of our broader adult population. We are also strengthening tertiary education research and improving overseas links to grow international education.

As I move on from the role of Secretary for Education, I'm confident in the vision for education expressed through this plan. Implementing this plan will take commitment and expertise from staff and partners alike. It is an ambitious and important work programme. Delivering it successfully will improve the system for the future, lift aspiration and raise educational achievement for every New Zealander

### 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 the Public Finance Act 1989 (sections 38 and 40).



# PART 1

## Who we are

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This section talks about who we are, our roles and responsibilities and our behaviours. It outlines what being steward of the education system means and our absolute focus on helping the system to increase educational achievement for every child and every student, giving them the skills they need for life and work.

# PART 1

## Who we are

### THE MINISTRY'S ROLE

The Ministry of Education is the lead advisor to the Government on education: early childhood education, primary and secondary education, tertiary and international education. We are also the steward of the education system. Stewardship in this context means two key things:

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a focus on the long-term health and performance of the education system as a whole

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providing support to enable sector leaders to raise achievement. As steward, we also ensure the system reflects and fulfils our responsibilities under the Treaty of Waitangi.

Stewardship is about making the linkages others cannot readily make. We have a clear view of the whole education system. This allows us to help ensure the different stages learners go through and the environments in which they learn effectively fit together to best support educational success.

We also make links between the education system and communities' needs and to the future of New Zealand's society and economy. We do this in our policy advice and at the front line, aiming to understand and respond to the needs of children and young people, helping them achieve.

### OUR PURPOSE

We lift aspiration and raise educational achievement for every New Zealander.

### OUR VISION

Our vision is to see all children and students succeed personally and achieve educational success.

We want every New Zealander to:

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be strong in their national and cultural identity

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aspire for themselves and their children to achieve more

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have the choice and opportunity to be the best they can be

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be an active participant and citizen in creating a strong civil society

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be productive, valued and competitive in the world.

Our work and investment priorities are focused on activities that will help the education system flourish and make it possible for everyone to succeed.

### WHAT WE DO

As stewards, we focus on the long-term health and performance of the education system as a whole.

At the heart of this is making sure the education system is designed to help children and students succeed. We work with sector leaders and other government agencies because we achieve more together. We work across organisational boundaries to consider, and influence, the complex factors that drive educational achievement.

We are in a unique position to deliver our stewardship role. We have a view of the whole system, not just its component parts. We fund the system and make investment decisions that support its long-term sustainability. We also deliver infrastructure, Information Communication Technology (ICT), and other services that enable education professionals to focus on achievement.

## OUR BEHAVIOURS

### We get the job done

Ka oti i a mātou ngā mahi

### We are respectful, we listen, we learn

He rōpū manaaki,  
he rōpū whakarongo,  
he rōpū ako mātou

### We back ourselves and others to win

Ka manawanui ki a mātou  
me ētahi ake kia wikitoria

### We work together for maximum impact

Ka mahi ngātahi mo te  
tukinga nui tonu

### Great results are our bottom line

Ko ngā huanga tino pai a  
mātou whāinga mutunga

## HOW WE WORK

Educational success depends on the efforts and support of many people. Children, young people and students rely on parents, whānau and communities as much as teachers and principals. In addition, experts, academics, education professionals and other government agencies all have a role to play in supporting all learners and in the development of policy and implementing new ideas.

Seven key education agencies and bodies work together to support the education system:

Ministry of Education

Tertiary Education Commission

New Zealand Qualifications  
Authority

Education Review Office

Education New Zealand

Careers New Zealand

Education Council (independent  
professional body for the  
teaching profession).

As stewards, the agencies involved each play a crucial role in shaping, supporting and enabling the system to accelerate learner achievement. Working together we can help students, parents and whānau, employers, professionals and the Government to get the most from the huge commitment in time, energy and resources they make to the system.

Following a shared vision and planning process between key education bodies and the State Services Commission, we have committed to jointly address the key areas where we see the most need for, and the most potential impact of, a collaborative approach.

Our four priorities for joint action for the next couple of years are:

Māori and Pasifika learning and success

powering up learners, parents, communities and employers to influence the quality and relevance of teaching and learning and lift achievement

quality teaching, leadership and assessment (a workforce and curriculum fit for purpose in an international and digital era)

information management and technology.

Our priorities for joint action are to power up parents and communities and provide the evidence, data and knowledge to allow these groups to make the best possible decisions in support of achievement. We have also agreed to develop a more joined-up approach to planning and measuring the performance of the education system and the respective roles, responsibilities and accountabilities of the agencies to deliver our outcomes.

Many young people face socio-economic and other obstacles to educational success. We work across the social sector to ensure children and young people get the services and support they need at the right time to help them overcome these obstacles, build their resilience and achieve to their ability. To do this, we work closely with those in the education system, social services and the wider community and have set clear expectations for how we work in a set of Ministry behaviours.

## WE ARE COMMITTED TO THE TREATY OF WAITANGI

Under the Treaty of Waitangi, we have joint responsibility with iwi, hapū and whānau to 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 will continue to make sure the education system provides clear learning pathways for Māori learners to which they can relate and connect. We will also support both Māori-medium education and te reo Māori as a subject in English-medium education.

We have appointed a Chief Adviser Te Ao Māori who has joined our Leadership Team to provide advice and leadership across the Ministry to help the organisation accelerate Māori educational achievement as Māori.

Ka Hikitia, the Māori Education Strategy and Tau Mai te Reo, the Māori Language in Education Strategy, underpin the Ministry's Four Year Plan and outline the key actions to achieve these goals.

## WE HELP DELIVER THE GOVERNMENT'S PRIORITIES

The Ministry and our partner agencies in the education system have an important role in delivering the Government's four key priorities: the Better Public Service (BPS) targets; rebuilding Canterbury; building a more competitive and productive economy (the Government's Business Growth Agenda or BGA); and responsibly managing the Government's finances.

### Delivering Better Public Services

The BPS programme aims to create a public sector that can respond more effectively to the needs and expectations of New Zealanders. We are responsible for three of the key BPS results. These aim to ensure New Zealanders gain the qualifications and skills they need to be part of a successful society and economy:

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BPS 2: Increase participation in early childhood education

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BPS 5: Increase the proportion of 18-year-olds with NCEA Level 2 or an equivalent qualification

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BPS 6: Increase the proportion of 25 to 34-year-olds with advanced trade qualifications, diplomas and degrees (at Level 4 or above).

These result areas provide clear indicators of success towards our long-term outcomes.

### Building a more competitive and productive economy

Education makes a huge difference to the economy by developing tomorrow's entrepreneurs and employees and by building the capability of our existing workforce - we help ensure New Zealanders have skills and knowledge for work and life. Tertiary providers also support commercial innovation by connecting research expertise and skilled graduates with business and communities. The Government has increased funding to further strengthen the impact of this research.

The Government's Business Growth Agenda (BGA) is an ambitious programme of work to support economic growth, create jobs and improve New Zealanders' standard of living. We contribute to three of the work streams - skilled and safe workplaces, innovation, and export markets. We have a pivotal role in the development of skilled and safe workplaces, reflecting the key role that education plays in equipping New Zealanders with the skills to participate in the economy and society.



By 2023, most schools and kura in greater Christchurch will have energy-efficient buildings and more than 80% of teaching spaces will be innovative learning environments.

### Rebuilding Canterbury

The Government has committed to building a high-quality education system in greater Christchurch. We are investing \$1.14 billion in schooling over 10 years through the Education Renewal Programme. By 2023, most schools and kura in greater Christchurch will have energy-efficient buildings and more than 80% of teaching spaces will be flexible spaces that reflect the learning needs of today's students.

We are investing close to \$400 million to help rebuild tertiary provision in Canterbury and are supporting the labour market by encouraging the tertiary and adult education sectors to help develop the skills needed to rebuild Canterbury. We are also working closely with central and local

government agencies to ensure our work continues to align with the broader Canterbury recovery effort. We want the education system in Canterbury to be relevant to and reach all children and students.

### Responsibly managing the Government's finances

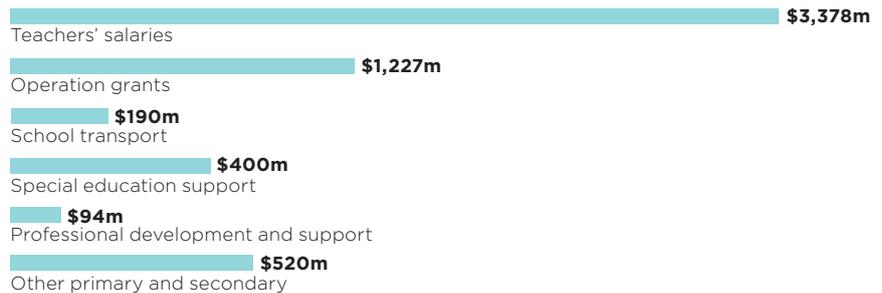
Given the growing costs of education, balancing the budget in future years will be an ongoing challenge. We continue to look at what is driving costs up, improve value for money of existing and future investments and find practical ways to help manage current and future cost pressures. We will invest more effectively to raise achievement.

### Key funding allocated to the sector from Vote Education and Vote Tertiary Education in 2016/17:

#### Early Childhood Education:



#### Schooling (excluding Capital):



#### Tertiary Education:



The Government has improved the performance and value for money of tertiary education. There has been a shift towards driving better results from the system and implementing an investment approach. We have reinvested approximately \$1.7 billion of low-quality operating funding back into tertiary education and research since Budget 2009. We have also improved the way the system targets need: significant investments in tertiary provision have focused on improving young people's achievement at the foundation level and increasing participation in higher-level study.

We also want the funding system to encourage tertiary providers to innovate and deliver the most relevant education for students. And we aim to support tertiary providers to respond to changes in demand and better incentivise relevance and successful innovation.

Reviewing the funding model for early childhood education centres and schools will help us improve the effectiveness of that investment and its responsiveness to learner needs. We are also establishing an investment approach to education, to ensure we are investing in the right services for the right learners to maximise educational achievement and longer-term social and economic benefits. At the same time, this approach will minimise longer-term costs such as those associated with Justice interventions and welfare.

The Ministry of Education is responsible for managing two Appropriations – Vote Education and Vote Tertiary Education, together totalling some \$14.2 billion.

## The education environment

The environment in which we work is fast moving, creating high demands on the education system and the Ministry to adapt and get ahead of changes and respond effectively:

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We are making considerable progress in our BPS targets for education (as outlined on page 12 and 13).

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Participation rates in early childhood education and later in schooling and tertiary education are high and increasing.

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Achievement to 2014 is rising in primary years, at NCEA Level 2, NCEA Level 3 or above and NZQF Level 4.

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Over many years, the New Zealand education system has been characterised by relatively high levels of inequality. Equity in educational outcomes is improving in some areas, but not all, and the pace needs to be accelerated.

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International studies also show that some key skill levels are falling and disparity remains, or is even increasing. Our national monitoring studies show that the proportion of children meeting some curriculum expectations reduces between years 4 and 8.

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The demands on education are evolving. Global markets and technological advancement have meant low-skilled occupations are rapidly vanishing from developed economies such as our own, while highly-skilled workers are in greater demand, and learners and workers are more mobile.

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Technological advancements are also creating the potential for huge change in teaching and learning.

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Demographic change over the coming years will create increasing demands on the early childhood and compulsory education system. This was recognised through the Government investing a further \$882 million in Budget 2016 in schooling infrastructure over the next four years and \$397 million to meet the growing demand for early childhood education over the next four years.

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A strong economy, combined with a falling population of New Zealand residents aged 18-25 years, is expected to lead to softening demand for publicly-funded tertiary education after 2017.

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The good reputation of the New Zealand education system around the world is drawing increasing numbers of international students to study in New Zealand schools, kura and tertiary providers.



## PART 2

# Our plan

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This section brings together the Vote Education and Vote Tertiary Education goals and actions into a single plan. The plan outlines our short and longer-term goals for the education system and how those contribute to New Zealand's social, cultural and economic wellbeing.

**THE EDUCATION SYSTEM IS A MAJOR CONTRIBUTOR TO:**

**SOCIAL AND CULTURAL**  
PARTICIPATION AND WELLBEING

**ECONOMIC PROSPERITY**  
AND GROWTH

**LONG-TERM OUTCOMES**  
So that...



THE EDUCATION SYSTEM  
*is relevant & reaches all*  
**CHILDREN & STUDENTS**



EVERY CHILD & STUDENT  
*achieves*  
**EDUCATIONAL SUCCESS**



NEW ZEALANDERS HAVE  
*skills & knowledge*  
**FOR WORK & LIFE**

**INTERMEDIATE OBJECTIVES**  
Then we will see...

HIGHER AND MORE EQUITABLE LEVELS OF PARTICIPATION, ENGAGEMENT, ACHIEVEMENT ENABLED BY:

**Better tailoring**  
Responsive educational services which meet the needs and raise the aspirations of all children and students

**Better targeting**  
of investment, resources, support and expertise to drive innovation and improve results

**More effective collaboration**  
at all levels to raise achievement

**Better, more relevant educational pathways**  
through the education system and beyond into the workplace and society

**More evidence-based decision-making**  
by students, parents, teachers, leaders, providers and Government

**OUR INTENTIONS**  
We will deliver...

**Our stewardship intentions**

- We will:
- Achieve more through effective collaborative relationships with the sector and other partners
  - Provide better advice to Government
  - Use and share data and evidence to improve decision-making
  - Provide tailored services and support to raise achievement
  - Invest more effectively to raise achievement

**Our strategic intentions for early childhood & schooling**

- We will:
- Improve student-centred pathways
  - Implement Communities of Learning
  - Update the Education Act 1989
  - Update the funding systems for early learning and schooling
  - Champion 21st century practice in teaching and learning
  - Strengthen inclusion

**Our strategic intentions for tertiary education**

- The Ministry will support the tertiary sector to:
- Deliver skills for industry
  - Get at-risk young people into a career
  - Boost achievement of Māori and Pasifika
  - Improve adult literacy and numeracy
  - Strengthen research-based institutions
  - Grow international linkages

**ENABLING CONDITIONS**  
These are the things that need to be in place...

ENABLING CONDITIONS IN PLACE, COMPLEMENTARY & ALIGNED

<b>TEACHING</b> Quality, responsive, future-focused teaching workforce	<b>RESEARCH</b> To support quality, research-led teaching and drive economic growth	<b>LEADERSHIP</b> Quality pedagogical leadership and management	<b>RESOURCES</b> Funding, responsive curriculum, learning technology, assessment tools, texts	<b>DATA</b> Knowledge and evidence to help individuals, providers, communities and government make better decisions	<b>ACCOUNTABILITY</b> Outcome-focused, fit-for-purpose regulatory and legislative environment	<b>INFRASTRUCTURE</b> Property, information technology, payroll and access	<b>PARENTS AND WHĀNAU</b> Engaged, informed and ambitious for their children	<b>COMMUNITIES AND EMPLOYERS</b> Informed, connected and influential
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## PART 2

# Our plan

### OUR PLAN ON A PAGE

Our plan on a page summarises how the work we do will lead to the outcomes we seek for education in New Zealand. It shows the links between:

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the key enablers that need to be in place for educational success

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the Ministry's priorities for ensuring this happens

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the resulting benefits for the education system and all those in education

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how the education system contributes to New Zealand's prosperity and wellbeing.

This also brings together where we are now and where we want to be in four years and in the long-term, our existing actions, and what we will introduce to deliver change in the short to medium term across the system (intermediate objectives). Achieving these objectives will enable the delivery of our long-term system outcomes.

### ENABLING CONDITIONS

To be an effective steward, we provide quality policy advice and deliver excellent services to help the education system succeed. To do this successfully, we continuously assess the health of the system and identify areas that need greater focus to accelerate achievement. The plan on a page outlines the enabling conditions we believe need to be in place in the education system, to complement each other and be aligned. Focusing on these helps frame where we prioritise our efforts.

### WHAT WE WILL FOCUS ON

Our priorities demonstrate where we will focus our activity and effort over the four years 2016-2020. We have identified our stewardship intentions, which clarify our key organisational development goals, along with our strategic intentions for early childhood education and schooling and for the tertiary education and training systems. Efforts in these priority areas will focus the system to achieve our intermediate objectives.

### OUR INTERMEDIATE OBJECTIVES

Our current work seeks to make improvements in five areas in the medium term:

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Better tailoring – responsive educational services which meet the needs and raise the aspirations of all children and students

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Better targeting – of investment, resources, support and expertise to drive innovation and improve results

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More effective collaboration – at all levels to raise achievement

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Better, more relevant educational pathways – through the education system and beyond into the workplace and society

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More evidence-based decision-making – by students, parents, whānau, teachers, leaders, providers and the Government.

The system delivers in these areas, but not consistently. We aim to build them to more universal levels, to achieve long-term education system outcomes.

## LONG-TERM EDUCATION SYSTEM OUTCOMES

We aim for the education system to achieve three key outcomes. Achieving these is a pre-requisite to delivering the long-term social, cultural and economic outcomes we seek for New Zealand. They are:

### The education system is relevant and reaches all children and students

New Zealand requires an education system that meets the needs of our increasingly diverse population and unique cultures. Education must be accessible and relevant to all, and flexible enough to accommodate different aspects of learners' lives and varying needs throughout lifelong learning. Our curricula and teaching practice should be relevant to the future needs of New Zealanders and help give them the foundation to contribute locally and compete globally.

Our education system meets most students' needs and it provides a range of options for learners. We will ensure the system provides the tailored education required to meet the diverse needs of every child and student from birth to adulthood in different communities, in the context of the future economy.

### Every child and student achieves educational success

New Zealand needs an education system that delivers high-quality educational outcomes from early childhood, through schooling and into tertiary education and training. Every student, no matter their background or needs, should be supported to meet their potential. The system and all those in it should work collaboratively to raise the quality of teaching and learning and have high expectations of all students' potential for achievement.

The success of our future society and economy rests in large part on getting better educational achievement with less disparity. Our population is becoming more diverse and, more than ever, the system needs to be able to help all students to succeed. Equitable achievement for Māori, Pasifika and students from low socio-economic backgrounds is a major priority which underpins much of our work. Our focus is on ensuring that the system settings and supports are in place to deliver these outcomes.

### New Zealanders have the skills and knowledge for work and life

New Zealand needs an education system that provides its people with the skills and knowledge they require to be successful in life and in an increasingly global economy. An effective education system provides qualifications that open doors to future opportunities and the skills needed in today's society and the modern workplace. Equipping learners for a digitally-enabled future is a key goal of our Four Year Plan.

Demand for future-focused learning is increasing – the Ministry's ICT strategy and our 21<sup>st</sup> century practice in teaching and learning priority ensure we have the right focus to meet this need. Increasing collaboration between secondary and tertiary providers is delivering better, more relevant pathways for learners transitioning out of school and into tertiary education or the workplace.

New Zealand's strength in the international education market helps build our learners' cultural skills and capability by living and studying alongside international students. We also support international students to develop the skills and knowledge for work and life in an international arena, which is highly valued on their return home or if they remain in New Zealand.



New Zealand requires an education system that meets the needs of our increasingly diverse population and unique cultures. Education must be accessible and relevant to all.

## LONG-TERM SOCIAL, CULTURAL AND ECONOMIC OUTCOMES

Well-educated people tend to be better off, healthier and play a more active role in society. They are also more likely to contribute to economic prosperity and growth. The education system therefore already contributes to social and cultural participation and wellbeing and economic prosperity. But it can do this better.

By focusing our efforts on these long-term goals, we can ensure our work is properly aligned to achieve them. An example is maintaining a focus on supporting participation and wellbeing for different cultures. The education system can deliver a stronger role in supporting Māori achieving educational success as Māori, in ensuring Pasifika students and others grow up understanding and valuing their culture, and in recognising and valuing the culture others bring to Aotearoa New Zealand. Seeing our activities with this goal in mind changes the way we think and the things we do. It also ensures we strive for educational achievement for all as well as excellence.

We are also now able to demonstrate more clearly how educational achievement contributes to successful life outcomes as adults and the long-term costs associated with poor educational achievement that fall to the Government such as welfare payments or the criminal justice system. This gives us great information on which to base better investment choices to help all children and young people succeed. An example of this is the allocation in Budget 2016 of an additional \$43 million over four years to state and state integrated schools and kura, educating up to approximately 150,000 students from long-term welfare-dependent households.

This allocates new funding to schools and kura educating the most at-risk students. The targeting is based on the likely number of disadvantaged students on these schools' rolls and their risk of educational achievement. In the past, a universal operations grant increase would have simply been based on the total number of students at each school regardless of their needs.

## We work with education providers, communities and across government to raise achievement

Delivering quality educational services and advice in isolation is not enough. We will work with teachers, principals, education providers, other government departments, parents, communities and businesses to ensure we can influence all the key factors that affect educational outcomes. The evidence is clear that a range of social issues affect young people's achievement. It is equally the case that educational achievement reduces future social and health problems and has positive knock-on effects for individuals, and for future costs faced by the Government in terms of social outcomes in the health and justice sectors.

We are already working at a policy and operational level with other education agencies and the Government's social and economic sector agencies to bring more comprehensive analysis and responses to these issues. We will work with local communities, iwi, the education sector and other stakeholders to inform our thinking and jointly plan our action. This is increasingly becoming how we work in all that we do. The issues we face have no organisational boundaries and these boundaries should create no limitations in the work we do.

## HOW WE MEASURE PROGRESS

We have identified five key indicators which provide a litmus test of the Ministry's progress in raising achievement.

### INDICATOR 1: Increase participation in early childhood education

*Better Public Services: Supporting Vulnerable Children, Result 2*

Years to June (all numbers %)	2010	2011	2012	2013	2014	2015	2016 Target
All	94.4	94.6	94.9	95.6	95.9	96.2	98.0
Māori	89.4	90.1	90.9	92.3	92.9	94.0	98.0
Pasifika	85.9	86.1	86.7	88.5	90.3	91.2	98.0
Decile 1-3 schools	87.2	88.0	88.5	90.3	91.5	92.5	98.0

Note: BPS targets are set over the years 2016, 2017 and 2018

### INDICATOR 2: Increase the proportion of enrolled students at or above National Standards levels, per 100 students

Years to December (all numbers %)		2011	2012	2013	2014	2017 Target
Reading	<b>All</b>	<b>76.2</b>	<b>77.5</b>	<b>77.9</b>	<b>78.0</b>	<b>85.0</b>
	Māori	66.5	68.2	68.7	68.6	<b>85.0</b>
	Pasifika	59.0	62.9	64.3	65.1	<b>85.0</b>
	Decile 1-3	n/a	64.4	65.0	65.1	<b>85.0</b>
Writing	<b>All</b>	<b>68.0</b>	<b>70.2</b>	<b>70.5</b>	<b>71.1</b>	<b>85.0</b>
	Māori	57.5	60.4	60.8	61.2	<b>85.0</b>
	Pasifika	53.8	57.1	57.6	59.6	<b>85.0</b>
	Decile 1-3	n/a	56.6	56.9	57.9	<b>85.0</b>
Maths	<b>All</b>	<b>72.2</b>	<b>73.6</b>	<b>74.6</b>	<b>75.2</b>	<b>85.0</b>
	Māori	62.5	63.6	64.6	65.0	<b>85.0</b>
	Pasifika	56.7	59.6	60.9	62.0	<b>85.0</b>
	Decile 1-3	n/a	60.8	61.8	62.6	<b>85.0</b>

Delivering quality educational services and advice in isolation is not enough. We will work with teachers, principals, education providers, other government departments, parents, communities and businesses.

**INDICATOR 3: Increase the proportion of 18-year-olds with NCEA Level 2 or equivalent qualification**

*Better Public Services: Boosting Skills and Employment, Result 5*

Years to December (all numbers %)	2011	2012	2013	2014	2017 Target
<b>All</b>	<b>74.3</b>	<b>77.2</b>	<b>78.6</b>	<b>81.2</b>	<b>85.0</b>
Māori	57.1	60.9	63.3	67.7	85.0
Pasifika	65.5	68.1	71.4	75.0	85.0
Decile 1-3 schools	61.5	65.9	67.6	71.6	85.0

Note: BPS targets are set over the years 2016, 2017 and 2018

**INDICATOR 4: Increase the proportion of 25-34-year-olds with advanced trade qualifications, diplomas and degrees (at Level 4 or above)**

*Better Public Services: Boosting Skills and Employment, Result 6*

Years to December (all numbers %)	2010	2011	2012	2013	2014	2015	Target 2018
25-34-year-olds	51.9	51.6	52.3	53.4	54.6	54.7	60.0

Note: BPS targets are set over the years 2016, 2017 and 2018

**INDICATOR 5: Decrease the proportion of youth not in employment, education or training**

Years to June (all numbers %)	2010	2011	2012	2013	2014	2015
15-19-year-olds	10.6	9.6	9.0	8.8	8.1	7.6
20-24-year-olds	18.3	17.3	17.3	17.2	14.8	15.1



These high-level measures are supported by a comprehensive set of performance indicators across the breadth of Ministry activity and funding, set out in the information supporting the Estimates of Appropriation each year. We continue to improve our performance measurement framework to align it with our plan on a page, with the other education agencies and to more effectively communicate the Ministry's performance story.

### OUR PRIORITIES FOR THE NEXT FOUR YEARS

Our priorities for the next four years continue a period of reviewing and updating how the system works in early learning and schooling along with the continuing delivery of the Tertiary Education Strategy (TES). We will also work to support education leaders to raise achievement and improve the targeting and tailoring of education services. These priorities reflect those of the Minister of Education and the Minister for Tertiary Education, Skills and Employment.

During the next four years, we will prioritise our work to deliver this system-focused strategic direction outlined in our Four Year Plan. We will align our resources and efforts through annual budget processes, investment and business planning. The Ministry's business units and support functions all play a role in supporting the internal changes and external delivery required to achieve the outcomes we seek.

### OUR STRATEGIC INTENTIONS FOR EARLY CHILDHOOD AND SCHOOLING

Our strategic intentions for early childhood and schooling are outlined in the Education Work Programme. This interdependent work programme is aimed at improving educational outcomes, supporting the development of a learner-centred and outcome-focused education system, and strengthening our policy, support and service delivery for all learners.

A key goal of the Education Work Programme is to develop student-centred pathways through the education system and into future work and life. The implementation of Communities of Learning is the key operational means for delivering these more coherent pathways. Communities of Learning are groups of schools, kura and early childhood education services that come together to raise achievement for children and young people by creating a pathway for students from early learning into primary to secondary school and beyond into tertiary education and work.

To support Communities of Learning, schools, kura and early learning providers deliver the best educational outcomes for children and young people, we are reviewing and updating two of the key education system levers – the Education Act 1989 and the funding systems for early learning and schooling. Bringing the Act and funding systems up to date and supporting local flexibility to enhance collaboration provides the potential to significantly increase system capability to focus on achievement.

Improving student-centred pathways is a foundation for the Education Work Programme and one of its six priority work areas with its own specific deliverables. The other two elements of the work programme - teaching and leadership, and services for children and young people who need particular learning support - will further strengthen key aspects of the system.



Communities of Learning are about education providers working together to share experience, build coherent learning pathways, and improve educational outcomes for all children and students in their area.



The priorities build on initiatives underway and introduce system reviews that will be undertaken with the education sector and wider stakeholders including teachers, parents, employers and learners. Over the next four years, progressively delivering the Education Work Programme will ensure that the foundations and system settings are in place to power up the education system and raise achievement.

The six parts of the Education Work Programme are explained below.

### **Implement Communities of Learning**

Within schools and kura, the quality of teaching has the biggest influence on student achievement. Communities of Learning are helping to raise achievement by:

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enabling teachers to work together and benefit from each other's knowledge and experience

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improving teaching practice across New Zealand

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helping all children benefit from the skills and knowledge of great teachers from across a group of schools and kura

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supporting and helping schools and kura work together so it's easier for children to move through the education system.

Communities of Learning are an extension of the original proposal for Communities of Schools. This innovation includes early learning and tertiary providers alongside schools and kura, allowing for collaboration across the learning pathway from age 0-18. As at 1 May 2016, a total of 117 Communities of Learning have been established with over 1,000 schools and kura and more than 320,000 students. We expect virtually all schools and kura will be part of a Community of Learning by the end of 2017. Early learning providers are beginning to join Communities of Learning and we expect to see tertiary providers joining, or working closely with them, over time.

Communities of Learning are collectively identifying evidence-driven achievement challenges and plans on how best to respond to those challenges and raise achievement. Communities of Learning also provide new career opportunities for teachers and principals. They do this by introducing new roles for some of our most skilled teachers and principals, better enabling them to share their knowledge and expertise with colleagues. This gives teachers a genuine progression choice between going into management and staying in the classroom.

As well as establishing Communities of Learning, the Investing in Educational Success programme introduced two other elements to support learning and achievement: the Teacher-led Innovation Fund and the Principal Recruitment Allowance. The Teacher-led Innovation Fund has supported 85 locally-led projects with approximately \$6.2 million to support innovative teaching practice and improve learning outcomes, especially for Māori and Pasifika students, those with special education needs and kids from poorer families. A further round of the fund will be allocated in 2017. The Principal Recruitment Allowance was established to help New Zealand's most high-

need schools and kura attract highly-effective principals who can provide the leadership needed to lift student achievement. To May 2016, 11 principals have been appointed with the allowance.

### **Update the Education Act 1989**

The Education Act 1989 provides the legal framework for the education system and sets out the roles, responsibilities and powers of Crown entities and independent statutory bodies in the education sector.

The update of the Act will establish legislation to support the development of a 21st century education system that is learner-centred and outcome-focused.

The world has changed since 1989. Students are now following varied pathways through the education system, such as combining work or tertiary study with school. Fast-changing technology is also already offering new and different ways to teach and learn and to engage young people in their learning in new and creative ways.

We want legislation that is: focused on learners and their educational achievement; recognises the diversity of students within our education system; future-focused;

and enables and supports advances in technology. The Act should also help education providers to collaborate to strengthen teaching and learning and provide clear learning pathways for children and young people.

We consulted with stakeholders to get their views and inform the Act update. This work included national and regional workshops and hui as well as online consultation. We are now taking the next steps, providing advice that draws on the feedback received and preparing for the formal Select Committee processes. We expect the update to go through the Parliamentary process and come into effect in 2017.

### **Update the funding systems for early learning and schooling**

The early learning and school funding systems are a key part of our education system. They set out how, and how much, we allocate to providers of education for children and young people through grants, staffing and property.



We are reviewing the funding systems for 0-18 years, aiming to ensure they better support student achievement and learning pathways.

We are reviewing the funding systems for 0-18 years, aiming to ensure they better support student achievement and learning pathways. The two overall objectives of the review are to:

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direct funding to the size of the education challenge early learning services, schools, kura and Communities of Learning face rather than the size of their rolls and the cost of their inputs

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shift the focus to growing the learning and achievement of all children and young people, and particularly those most at risk.

We are working with the education sector on the details of the review. An Advisory Group of education sector leaders has been established and will work on the details of the review from May to August 2016. Alongside the Advisory Group, we will be talking to the wider education sector, and will continue to do so, to test a number of possible directions for change.

This is a complex project and we expect working through the process of engagement, design, decision-making, operational planning and implementation to take us through to 2019. The changes to the system are intended to be in place prior to the next decile review due in 2020.

### **Improve student-centred pathways**

This priority area aims to make improvements to the education system to assist Communities of Learning build student-centred pathways. These developments will ensure that the education system is coherent, encourages collaboration and offers students clear choices about, and access to, quality learning options and an understanding of where those options may take them.

A student-centred pathway provides continuous learning progression and choices. It begins with more effectively managing transition points in the system. But it goes beyond these transition points to ensuring the core curricula and providers join up so that students progress every year and their learning at one level sets the foundation for the next steps along a chosen pathway.

The updates of the Education Act and the funding systems also provide opportunities to assist the system to provide the pathways, choices and responsiveness to meet the diverse needs of individuals, communities and future employers. As part of the outcomes from the careers system review, the Ministry will work with the sector on how to make it easier for the schooling sector to share careers resources across schools, kura and Communities of Learning.

Youth Guarantee includes five key programmes: Achievement Retention and Transitions; the Vocational Pathways; Community-based Networks/Partnerships; secondary-tertiary programmes/ Trades Academies and, with the Tertiary Education Commission (TEC), fees-free places. Youth Guarantee improves the transition from school to work, provides a wider range of learning opportunities, makes better use of the education network and creates clear pathways from school to work and further study. Youth Guarantee initiatives help young people increase their NCEA Level 2 achievement rates and improve the equity of outcomes for Māori and Pasifika.

The Youth Guarantee helps secondary schools, kura, tertiary providers and employers work collaboratively to create relevant pathways and choices for young people and increase the transition and progression of young people to further education, training and work.

Māori-medium education has largely evolved due to localised demand, typically from the efforts of whānau, Māori communities and key stakeholder groups. As a consequence, Māori-medium pathways are patchy, even though Māori-medium education is a significant contributor to Māori educational success. To optimise the sector's hard-won gains, we must strengthen the Māori-medium educational pathway, giving learners choices and further lifting their achievement.

We will work with Māori-medium stakeholders to review the capacity and capability of our current system and identify where we can best invest to strengthen quality Māori-medium pathways and build on the existing commitment and success.

### **Champion 21st century practice in quality teaching and learning**

We are putting in place a range of initiatives that complement the introduction of Communities of Learning to deliver high-quality teaching and learning across early learning and schooling.

In 2015, the Government established the Education Council of Aotearoa New Zealand as the new professional body for teachers, with a mandate to lift the status of the teaching profession and to publicly recognise the role quality teaching and educational leadership play in raising student achievement. The Education Council will set high standards for teachers, and will also improve and streamline the existing disciplinary regime for teachers.

Investing in the profession will raise the quality of teaching and leadership and provide opportunities to improve educational outcomes. We are continuing the investment in exemplary post-graduate Initial Teacher Education (ITE) programmes, and will draw on the lessons learned from these programmes to consider how ITE can be strengthened further.

We are implementing the changes to Professional Learning and Development (PLD) approved by Cabinet in 2015. These changes will make PLD more effective, and will support Communities of Learning in their collaborative work to raise student achievement. The changes to PLD will be put in place in the coming months and will be fully in place by 2018.

We are also implementing the Science in Society National Plan. This plan will improve science and technology education, as well as students' competence in science, technology, engineering and mathematics, helping to create a highly-skilled future workforce. Alongside this, we are working to support the sector to develop 21st century teaching practice, flexible learning environments and digital literacy.

### **Strengthen inclusion**

Our student population has become increasingly diverse and children come to early childhood education and school with a wide variety of education needs. Many children will receive additional learning support at some point as they move through their education pathway. Some children with long-term learning or behavioural difficulties or physical and intellectual disabilities may need ongoing learning support throughout their education to make progress. Others only require short-term support.

We aim to identify those needs using data and individual assessment to ensure every child and young person receives the necessary help. We are developing a fully inclusive education system that will recognise and value the diversity of children and young people and their needs.

Within this broad continuum of support, special education provides services and activities to ensure that learners with a wide range of needs are present, participating, learning and achieving in early childhood education, schools and kura alongside their peers. During

We are working to improve the coherence of pathways and build retention of children and young people in Māori-medium education – this requires improved access, choice and progression as well as collaboration across providers.



2015, we met with thousands of people all over New Zealand, including parents, whānau, community groups, educators, specialists and others, to explore possible improvements to the way learning support is provided to learners. A report of the findings and an Update Action Plan were produced which have guided a plan of work to bring about the changes.

The focus is on:

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designing a recognisable, simple system of providing learning support with improved accountability

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delivering services better

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improving investment decisions

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implementing immediate improvements where we can.

The Government invested a further \$42 million for students with high and special needs over the next four years in Budget 2016. This includes \$15.3m for an additional 1,250 students to access in-class support, \$16.5 million additional Ongoing Resourcing Scheme (ORS) funding and nearly \$9 million to grow the Intensive Wraparound Service. This increased expenditure is a further example of investing in areas of greatest need.

## OUR STRATEGIC INTENTIONS FOR TERTIARY EDUCATION

The TES sets the Government's priorities to improve the contribution of tertiary education to New Zealand. It contributes to the Government's ambitious goals, through the targets and BGA, to improve economic and social outcomes for all New Zealanders. The six priorities in the 2014-2019 TES, which we have used to inform our strategic intentions, signal a shift towards a more relevant tertiary education system that is outward-facing, with strong links to industry, the community and the global economy.

Delivering relevant tertiary provision means better matching of skills to New Zealand's social and economic needs, thus improving the employability of students. It also means research that meets the needs of businesses and communities, and a funding system that incentivises the right outcomes and rewards innovation.

At the same time, the system should do more to support all people to succeed by reaching learners who might not otherwise participate or achieve in tertiary education.

### **Delivering skills for industry**

Since moving out of the global financial crisis, employers are once again starting to find it difficult to attract people with the right skills. More learners need to gain qualifications that lead to sustainable jobs and careers. We see opportunities to further improve the way the Government funds tertiary education, creating a more flexible and responsive system and opportunities to make better use of information to guide the Government's and learners' investment in tertiary education.

### *A more effective funding system*

Government funding needs to be better targeted to areas where

it will have the most impact. Budget 2016 continues to target tuition funding increases based on analyses of data collected through the New Zealand Benchmarking Tool that identifies areas of relative underfunding. These subsidy increases support the wider strategic intention of strengthening research-based institutions. It is important that the funding system does not incentivise under-delivery due to funding not being aligned with delivery costs.

In the short term, we will help providers be more responsive to changes in demand by removing barriers that limit the ability to move funding to meet demand. In the medium term, we will use our increasingly rich information about tertiary education outcomes to better incentivise relevant provision and reward successful innovation.

We will consider how performance measures can be extended to incentivise outcomes as well as outputs. For example, employment outcomes for graduates, in addition to the number of students participating. This will reward success beyond retention and achievement and help drive a more relevant system by encouraging providers to be more outward-looking and responsive to the needs of employers.



Delivering relevant tertiary provision means better matching of skills to New Zealand's social and economic needs.

### *Sharing and using information more effectively*

All students need to know the skills/qualifications that are valued by employers and that will enable them to build a career, yet this information is not always presented in a way that is easy for them to find and use.

The Ministry, alongside other tertiary education and skills agencies, is committed to providing learners with rich, user-friendly information to inform their decision-making. The proposal to transfer Careers New Zealand's functions to the TEC is intended to strengthen the coherence and reach of careers information to students.

There has been significant progress in the quality and coordination of information to students in recent years through initiatives such as the Occupational Outlook app and the Job Profile tool. Further progress will require better integration of key information sources and improved delivery of this information.

The Government is committed to the introduction of Rate My Qualification – standardised, accessible information that will help people choose between qualifications – which will assess the value of tertiary education qualifications based on feedback from employers and graduates. It will be added to information on the costs of study and the likely job prospects and income levels of graduates.

As well as giving students better information, we also need to make better use of information in strategic planning and investment decisions (including moving beyond the use of national-level data to the use of provider-level data), to support providers to understand if and how their programmes meet labour market needs. We can also improve information about student loans and allowances by increasing our understanding of the drivers of high and low-value expenditure. This will improve our ability to identify the impact of policy changes and better inform our advice on interventions.

### *Improving employer linkages*

We need to support employers and communities to contribute to the design and delivery of education and training, in anticipating demand for skills to meet regional and local needs and planning ahead. Through initiatives, such as ICT Graduate Schools and Māori and Pasifika Trades Training, the Ministry and its partner agencies are encouraging stronger links between providers and employers. These initiatives include new approaches, such as internships, clusters, and employers working directly with tertiary education providers, and could be extended to target other policy problems.

### **Getting at-risk young people into a career**

New Zealand's public investment in tertiary education is designed to promote broad access and participation. However, there are non-financial barriers to education that mean some young people do not gain access to tertiary education or a career. New Zealand has a significant proportion of young people who are not in education, employment or training. Many of them have been poorly served by the formal education system, so they find it especially challenging to re-engage in education.

The Government has supported increased participation, engagement and retention in tertiary education for at-risk young people through programmes such as Youth Guarantee and secondary-tertiary programmes such as Trades Academies. We are building on these programmes by further strengthening links between secondary schools, kura, tertiary providers and employers, including funding an additional 940 Trades Academy places per year from 2016, and by working with employers and communities to develop ways to re-engage at-risk learners.

### **Boosting achievement of Māori and Pasifika**

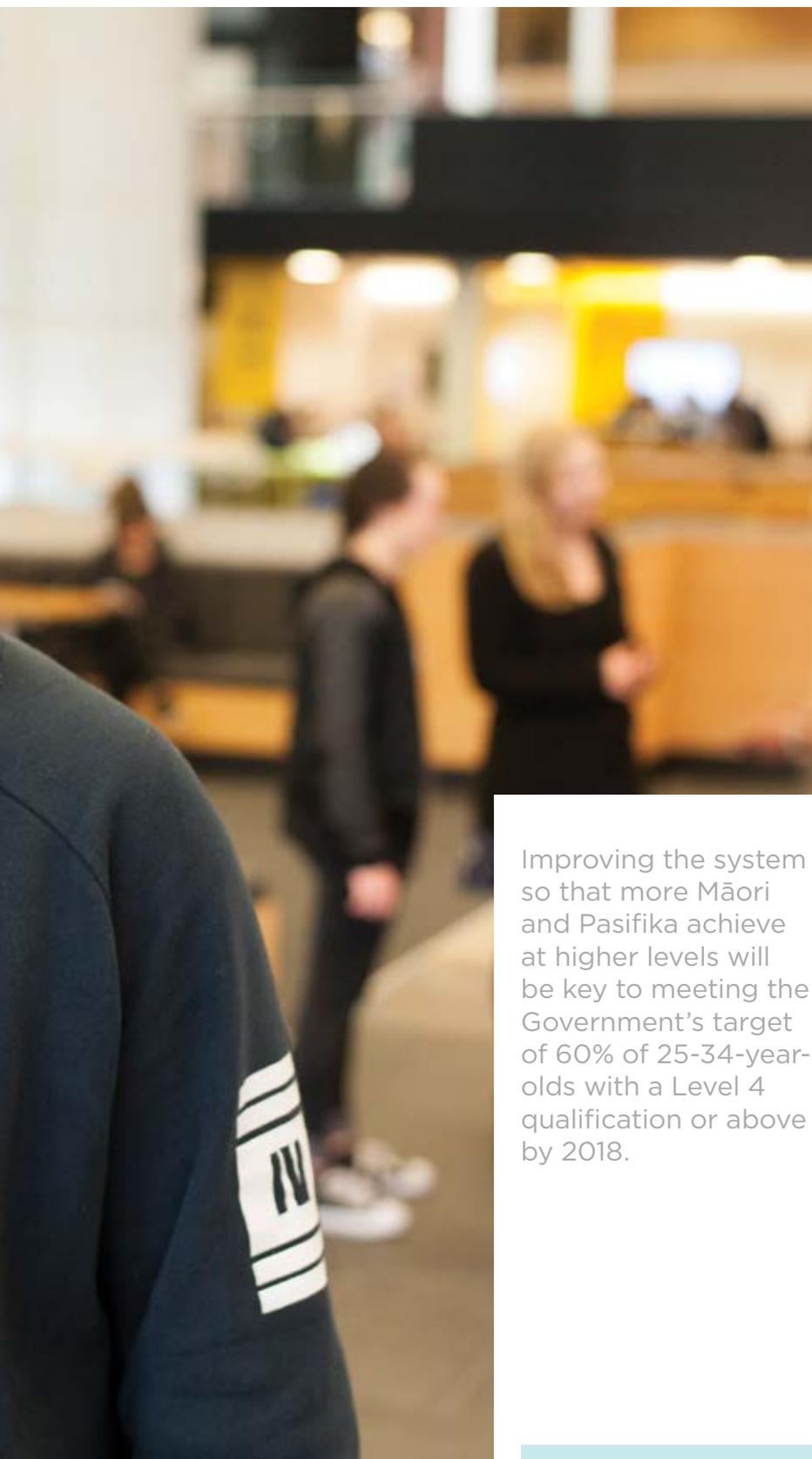
More young Māori and Pasifika learners are accessing tertiary education and at higher levels. To build on these gains we need to support tertiary providers to continue to improve their support and encouragement of Māori and Pasifika participation and achievement.

Improving the system so that more Māori and Pasifika achieve at higher levels will be key to meeting the Government's target of 60% of 25-34-year-olds with a Level 4 qualification or above by 2018. Given that Māori and Pasifika will be an increasingly large proportion of New Zealand's working age population in the future, this will contribute to the future wellbeing and prosperity of New Zealand.

The Government's Māori and Pasifika Trades Training initiative, which supports Māori and Pasifika to obtain practical qualifications leading to an apprenticeship and employment, is raising awareness of Trades Training opportunities and boosting the number of Māori and Pasifika learners achieving at higher levels. The Government intends to scale up this initiative, which is about halfway to its goal of 5,000 places by 2019.

To further support at-risk students, including some Māori and Pasifika, we will improve our understanding of the risks to participation and achievement, including factors that predict poor achievement and outcomes. We will also assess how equity funding could be changed to recognise outcomes, as well as participation.





Improving the system so that more Māori and Pasifika achieve at higher levels will be key to meeting the Government's target of 60% of 25-34-year-olds with a Level 4 qualification or above by 2018.

### **Improving adult literacy and numeracy**

Basic literacy and numeracy skills are essential for participating fully in New Zealand society and the economy, and they are a priority across the education system. Further training, employment opportunities, earning potential, health outcomes, financial capability, and social inclusion are all enhanced by gaining sufficient literacy and numeracy skills. This impacts everyone, because it can perpetuate inter-generational disadvantage and limit social development and economic growth.

One of the most important things we are doing to improve New Zealand's literacy and numeracy skills is ensuring that as many people as possible have the opportunity to improve their skills and capabilities. Different learner groups have different literacy, language and numeracy needs and require tailored approaches, and for this reason there are a range of options for learners, including in the workplace.

We target foundation learning opportunities at those without an NCEA Level 2 qualification, or equivalent. In addition, we focus on the significant number of adults in the workplace who lack sufficient literacy and numeracy skills, and younger people who are not in education, employment or training.

The Government's commitment to make all foundation education fees-free by 2017 will help improve literacy, language and numeracy skills across all age groups. The Government is investing a further \$2 million into workplace literacy and numeracy provision in 2016/17, and changing funding conditions to achieve savings of around \$3 million per year that can be re-invested into further literacy and numeracy provision.

The refreshed TEC Literacy and Numeracy Implementation Strategy 2015 -2019 will help guide our work with the TEC and the sector in improving adult literacy and numeracy within New Zealand.

### **Strengthening research-based institutions**

Our research institutions need to collaborate more with each other to build expertise and skill as well as developing increasingly strong links with international research organisations.

To better recognise and reward the relevance of research to end users, the Government has grown the Performance-Based Research Fund and has placed greater emphasis on its external research income component. To support growth in research excellence, it has funded four additional Centres of Research Excellence (increasing the total number to 10), including one focused solely on Māori research. It has also increased contestable research funding through the Marsden Fund and National Science Challenges.

The tertiary education package for Budget 2016 contributes to 'Innovative New Zealand' by investing in research-led institutions and an outward-facing tertiary system. This supports science and research to solve our future challenges, build international linkages and to help the growth in knowledge-intensive industries.

Recent Budgets (including Budget 2016) have included targeted tuition subsidy increases to relatively under-funded, research-rich areas such as science and agriculture. These subsidy increases will encourage providers to invest in these areas, helping lift the tertiary education sector's contribution to our economic goals and better position New Zealand's institutions to take advantage of international linkages. To capitalise on this investment, we will support tertiary providers to work more closely with industry to improve the relevance of research and achieve

a greater transfer of ideas and expertise to the business sector and wider society.

### **Growing international linkages**

A global market for skilled workers, strong international competition in tertiary education and the Government's ambitious goal to increase the value of international education to \$5 billion by 2025, make building the international relevance of New Zealand's education system a priority.

To do this, the system needs to offer competitive, responsive education that is of value to the learner. The Ministry and its partner agencies will support providers to build on their strengths in research and programme design to create enduring relationships with overseas partners, learn from good practice overseas and showcase the quality of New Zealand's tertiary education system to the world. We will work with providers and our partner agencies to increase opportunities for New Zealand students to grow their knowledge and skills to operate effectively across cultures, particularly around the Asia-Pacific Rim, including through study overseas as part of a New Zealand qualification.

We will work with our partner agencies to maintain high-quality standards across all aspects of education delivered to international students – student recruitment, pastoral care, programme delivery, and good learning outcomes for international students. We will continue to integrate best practice on education internationally in the New Zealand system and coordinate and pursue international linkages between our education system and the world.

We will support tertiary providers to work more closely with industry to improve the relevance of research and achieve a greater transfer of ideas and expertise to the business sector and wider society.



## PART 3

# Our delivery

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This section describes our internal priorities for development and how we align our resources to deliver our strategic priorities.

## PART 3

# Our delivery

### OUR STEWARDSHIP PRIORITIES

Our stewardship priorities outline the key changes we are making to how we operate and where we will build our capability over the next four years.

#### **We will achieve more through effective collaborative relationships with the sector and other partners**

To achieve our outcomes, we aim to deliver system-level solutions to system-level issues, and local solutions to local issues. We achieve both of these better when we include education professionals, service users and other agencies in the thinking, policy development, design and implementation. We do that in major projects, and more and more often as part of our everyday thinking and work.

#### **We will provide better advice to Government**

The Ministry's role as steward of the education system places a premium on policy analysis and advice that focuses on the long-term health and performance of that system, not just the performance of its individual parts. We are taking a more evidence-driven, end-to-end approach to policy design and advice to Ministers and we have a strong recruitment and capability building process in place to attract great staff and develop consistently high-quality policy advice.

#### **We will use and share data and evidence to improve decision-making**

Data and information are critical to our ability to monitor the education system. We increasingly use data and information to bring the right support, at the right time, to where it will have the greatest effect on raising achievement in early learning, schooling and tertiary education. Ministry staff are key here, but even more importantly, we want students, parents, whānau, teachers, providers, Communities of Learning leaders and other agencies to have, and to use, the best information to make decisions.

#### **We will provide tailored services and support to raise achievement**

Our view of the whole system helps us provide the right kind of practical services to individual children and young people, as well as to early childhood providers, schools and kura. Our role is to jointly develop solutions that overcome obstacles to achievement for individuals, single providers and for groups of providers, such as in Communities of Learning working together. Increasingly we are planning and delivering these services in conjunction with other education and social sector agencies.



### **We will invest more effectively to raise achievement**

Our stewardship role requires us to focus on the long-term sustainability of the education system. Part of that is ensuring we are able to direct resources to where they can make the most difference, not only within the Ministry but across the system.

We are developing an investment approach for education. This will focus investment decisions by Ministers and within the Ministry on the most effective services for individuals and groups that maximise educational achievement and long-term social and economic outcomes. We will also look to reduce long-term costs to government and society. Taking this approach will build the systematic use of data analytics and feedback loops around what works, for whom, to gain the greatest educational returns. It will inform future policy advice to government as well as our internal investment planning.

Part of this is ensuring we are able to direct resources to where they can make the most difference, not only within the Ministry but across the system. A recent example of this is the allocation in Budget 2016 of an additional \$43 million to state, state integrated schools and kura educating up to 150,000 students from long-term welfare-dependent households as described earlier in this plan.

The work undertaken in tertiary education in recent years with the TEC demonstrates how effective targeting of resources can deliver better outcomes, improve quality and save money.

## OUR ORGANISATIONAL DESIGN

Our organisation is structured to support our stewardship role and achieve the priorities outlined in this plan. We will continue to:

strengthen our leadership – our leadership team is rejuvenated with new talent and our broader leadership cohort is leading our developments and the performance we seek

embed our behaviours and the values needed to support our stewardship role

work in a more integrated way across the Ministry, the education sector and the Government as outlined throughout our plan.

Over the last few years, we have redesigned the Ministry, establishing five new groups: Education System Policy; Evidence, Data and Knowledge; Parents, Whānau and Communities; Early Learning and Student Achievement; and Strategy, Planning and Governance. These groups bring like functions together and reflect the importance of:

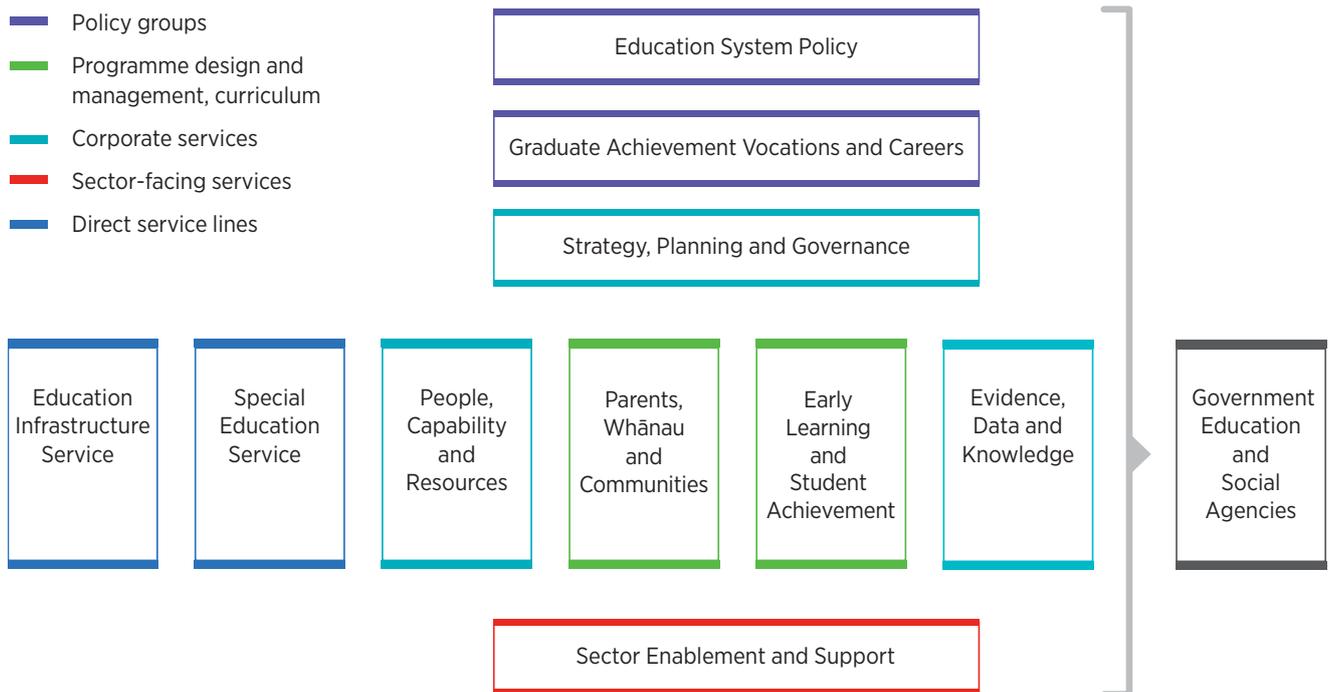
strategic system-focused policy advice and policy leadership

evidence-driven practice within the Ministry and throughout the system

a stronger internal strategy and planning function to ensure the organisation and its resources are fully aligned behind our Four Year Plan

creating seamless learning and training from early learning through schooling and into tertiary options and the workplace.

**Figure 1: The Ministry of Education organisational structure**



We have over 1.5 million learners from early childhood to tertiary education, more than 70,000 early childhood and school teachers working in around 7,500 providers, and a further 600 tertiary providers.

## OUR PLANNING AND RESOURCING ARE ALIGNED TO OUR PRIORITIES

### Investment and business planning

Our business planning processes ensure each of our business groups prioritises and allocates resources to deliver our strategic objectives and outcomes. We are developing an investment approach for education and a process to improve our investment decisions, as part of our planning. Our newly established Strategy, Planning and Governance Group will ensure that our internal planning is future-focused and fully aligned with government priorities and our intended outcomes. This group is leading improvement in our internal and external performance reporting.

### People capability

Our people strategy has identified the key areas of capability and development we require to fulfil our stewardship function and deliver our Four Year Plan. Key areas of capability are:

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policy capability that provides coherent evidence-based system analysis

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sector engagement that influences sector outcomes

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data and information that supports the sector and informs policy advice.

The Ministry has performed strongly in a number of Equal Employment Opportunity outcomes, particularly for Māori in senior management and the representation of women in management and senior management.

We continue to seek improvement through our retention and recruitment strategies in the following areas:

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participation of Māori and Pasifika employees in the workforce across the Ministry

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closing the gender pay gap across all roles

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increased participation of staff with disabilities.

### Finance

The Government, the public and the private sector all make significant investments in education in New Zealand. We have over 1.5 million learners from early childhood to tertiary education, more than 70,000 early childhood and school teachers working in around 7,500 providers, and a further 600 tertiary providers. In 2016/17, government expenditure on Vote Education and Vote Tertiary Education is forecast to be \$14.2 billion. Nearly 90% of the budget goes directly to the delivery of education and educational services. We are committed to improving the quality and impact of this expenditure over time. To achieve this, we are building our strategic financial capability and developing our investment approach to education.

## Information Communication Technology (ICT)

The education agencies' Digital Strategy is designed to deliver our medium-term objectives and long-term outcomes. It supports innovative learning and enables parents and other stakeholders to have the information and data they need to make the best decisions for learners. In particular, it will enable:

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better access to and use of data and information to support more evidence-based decision-making

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access to digital learning opportunities to support 21st century practice in teaching and learning

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more efficient administration of education.

## Infrastructure

The Ministry manages a \$23.5 billion school property estate including ICT infrastructure. We also provide transport assistance for around 100,000 students and manage the contract for the delivery of payroll services to the school teaching workforce. The infrastructure portfolio is a key enabler of the Ministry's strategic intentions: supporting 21st century learning practices through the provision of flexible learning environments, improving evidence-based investment decisions, increasing efficiencies, and supporting the system to reach students through the provision of transport services.

We used to see our property role as funding school property, but are now managing the property portfolio as an asset, with the long-term health of the portfolio in mind. Under current assumptions, there is a need for significant investment over the next 10 years to ensure capacity meets demand, particularly in Auckland. This will be considered by the Government through a suite of business cases and is a core component of the Ministry's long-term investment plan. In response to this need, the Government invested a further \$882 million in schooling infrastructure in Budget 2016.

The Ministry's own property strategy (including our national office relocation) is helping us work better together, with the sector and across government, as well as making savings in the medium term.







Lifting aspiration and raising educational  
achievement **for every New Zealander**



**MINISTRY OF EDUCATION**  
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