# Briefing to the Incoming Minister

Ministry of Education

OCTOBER 2017

# Contents

# Welcome to your new role

**This is the Ministry of Education's Briefing to Incoming Minister (BIM). It is intended to support you to undertake your role and responsibilities as Education Minister.**

It sets out the role and purpose of the Ministry, what we do and how we work, and how we can support you in your role.

This BIM also sets out the education context, and essential information about the substantial funding administered by the Ministry.

A list of things that require your decisions over the next 100 days is provided for you at annex 5.

Welcome. We look forward to working with you. We are here to help deliver your priorities and goals.

# What we do

**We have defined our purpose as shaping an education system that delivers equitable and excellent outcomes. To achieve this purpose, we are configuring the system around the needs of children and young people throughout their learning pathways.**

The Ministry is the steward of the education system. This role means two things:

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

» the provision of suppport to enable sector leaders to raise achievement where needed.

Our key responsibilities and functions are to:

» administer Vote Education and Vote Tertiary Education.

» provide advice on education, from early childhood education (ECE) through schooling to tertiary education.

» support a system of early learning services[1], schools and Communities of Learning | Kāhui Ako[2] that meets the learning and wellbeing needs of children and young people. This includes administering a range of legislative and regulatory controls, delivering funding and other resources, and providing services that support the governance, management and operation of education providers. We also monitor providers and intervene when there are performance concerns.

» provide support and resources for educators. This includes the development of national guidelines, curricula and curricula resources to support teaching, learning and assessment, professional development, and scholarships and awards for teachers.

» administer the learning support system to provide a wide range of services to children and young people.[3] This is broader than the previous special education system and includes targeted interventions, specialist support services, funding and other services for children and young people with additional needs.

» provide support and resources to the community. This includes empowering parents and whānau to engage with their child's education, and working with whānau, iwi, employers and community groups to achieve high levels of engagement in education and to involve them in the education system.

» provide advice on and support for the international education sector, and the Ministry's international engagements. We also contribute to education-related aspects of New Zealand's international reporting obligations.

» set payroll strategy and monitoring the operational performance of Education Payroll Limited, which administers the largest payroll system in New Zealand, making payments to over 93,000 staff each fortnight.

» oversee all education property owned by the Crown. This includes managing core infrastructure services in relation to school property, transport and ICT infrastructure to enable children and young people to have access to high quality learning environments.

» undertake education research and analysis, and monitoring the overall performance of the education system. This includes responsibility for monitoring the performance of the education Crown entities and a number of other statutory bodies.

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1   Early learning services includes home-based care, kōhanga reo, Playcentres, playgroups and education and care centres.

2   A Community of Learning | Kāhui Ako is a group of education and training providers that form around children and young people's learning pathways, and work together to help them achieve their full potential.

3   Learning support encompasses resources and expertise that are intended to ensure all children, regardless of their needs, are present, participating and learning in schools and early childhood education alongside their peers. It encompasses those services traditionally known as special education, as well as student support services designed to support attendance, engagement and access to the curricula.

# Our commitment to the Treaty of Waitangi

To raise achievement for and with Māori, the Ministry expects staff to give active expression to the principles of the Treaty of Waitangi as they carry out their daily professional duties through considering the identity, language and culture of Māori children and young people. Every decision the Ministry makes contributes towards making a positive difference for, and with Māori students. We expect our staff to be well-informed, innovative and resolute about considering the Treaty of Waitangi in all business matters. 'Ka Hikitia – Accelerating Success' is our high level document which sets out the importance of addressing educational achievement for Māori children and young people, and provides a vision of what progress is needed and how everyone in the system needs to contribute.

We want the education system to deliver equitable educational achievement for all and be a major contributor to cultural participation and wellbeing. As part of this, we support culturally relevant education for Māori in both Māori-medium and English-medium education. The education system plays a key role in ensuring that all New Zealanders understand, appreciate and honour the Treaty.

## Protecting and promoting the Māori language, culture and knowledge

Education is a significant contributor to government efforts to protect and promote the Māori language, culture and knowledge.

Maihi Karauna is the government's strategy for Māori language revitalisation, mandated by Te Ture mō te reo Māori / the Māori Language Act 2016 (the Act). The Act sets a new environment for revitalisation, committing the Crown to work in partnership with iwi, and mandating the development of a complementary strategy focused on Māori, iwi and communities, the Maihi Māori.

Tau Mai Te Reo (the Māori Language in Education Strategy) is our starting point.

Māori language in education is a defining feature of New Zealand's education system. High quality Māori language in education is important because it:

» supports identity, language and culture as critical, but not exclusive, ingredients for success of all children and young people

» provides all Māori children and young people the opportunity they need to realise their potential and to succeed as Māori

» gives expression to the national curriculum documents for early learning, primary and secondary schooling that recognises the importance of te reo and tikanga Māori for New Zealand; and

» supports community and iwi commitments to Māori language intergenerational transmission and language survival.

Māori language in education provision consists of two distinct streams – Māori-medium education and Māori language in English-medium education. Māori-medium education refers to kōhanga reo and puna reo (early learning), kura (primary education) and wharekura (secondary education) where curriculum is delivered in and through te reo Māori over 51% of the time. Just under 12% of all Māori students are in Māori-medium settings. Each stream is likely to deliver different language outcomes for children and young people. Many learners transition in and out of these pathways throughout their education journey.

# How the Ministry can support you

**The Ministry is responsible for supporting you in carrying out your Ministerial functions and serving the aims and objectives you set.**

We support you by:

» providing you with strategic policy, performance and implementation advice, and the information and resources you need to make decisions

» ensuring our advice is clear and practical, supported by strong, evidence-informed analysis

» ensuring our advice considers the full range of matters, including strategic choices, operational implications, costs, and stakeholder views and concerns

» providing you with advice on impacts of other government policy changes on your portfolio areas

» joining up and offering informed advice from across the education system and agencies

» providing other services to support you in discharging your portfolio responsibilities, including Ministerial correspondence, Parliamentary questions, Official Information Act requests, international visits, delegations, and media support.

The Ministry operates under a "no-surprises" principle. This means we will keep you well-informed of matters of significance within your portfolio responsibilities.

# Who we are and how we operate

Figure 1 captures some key information about our people and locations.

The Ministry is organised into nine business groups.

1. **The Education System Policy (ESP) Group** is responsible for strategic system-wide policy, Māori and Pasifika policy, the policy functions for early learning and schooling, and the Vote Education Budget.

2. **The Graduate Achievement, Vocations and Careers (GAVC) Group** is responsible for tertiary education strategy, policy advice and sector performance analysis. This includes secondary-tertiary transitions, student and provider financial support and the Vote Tertiary Education Budget. GAVC is also responsible for policy and support for the international education sector, including internationalisation, and the Ministry's bilateral and multilateral international engagements.

3. **The Early Learning and Student Achievement (ELSA) Group** is responsible for programme design for curriculum, teaching and learning, and assessment for early learning services and schools, including for Māori-medium education, Partnership Schools, workforce strategy (including teacher supply initiatives) and the delegated industrial relations function. It is also responsible for the development of curriculum resources which support secondary/tertiary student pathways (in particular Vocational Pathways and related tools).

4. **The Sector Enablement and Support Group (SE&S)** is our key sector-facing service. SE&S is spread across ten regions, each with a Director of Education leading teams to support children, young people and students, providers and sector pathways and the development of Communities of Learning | Kāhui Ako. SE&S leads frontline implementation of Youth Guarantee initiatives across the system. The Learning Support service* is integrated into SE&S. It provides selected services directly to children and young people (e.g. educational psychologists).

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**Figure 1:** The Ministry's people and locations

## Who we are

The Ministry of Education employs almost **3,000 people**, (or just over 2,630 FTEs) working out of **10 regions** around the country.

**Over 74%** of our staff **directly support** either children and young people or educators and education services.

## We span the country...

Tai Tokerau
104 staff

Auckland
541 staff

Rotorua, Bay of Plenty, Taupō
188 staff

Waikato
199 staff

Taranaki, Manawatu, Whanganui
162 staff

Hawke's Bay, Gisborne
139 staff

Wellington
244 staff

Nelson, Marlborough, West Coast
75 staff

National Office
975 staff

Otago, Southland
125 staff

Canterbury
246 staff

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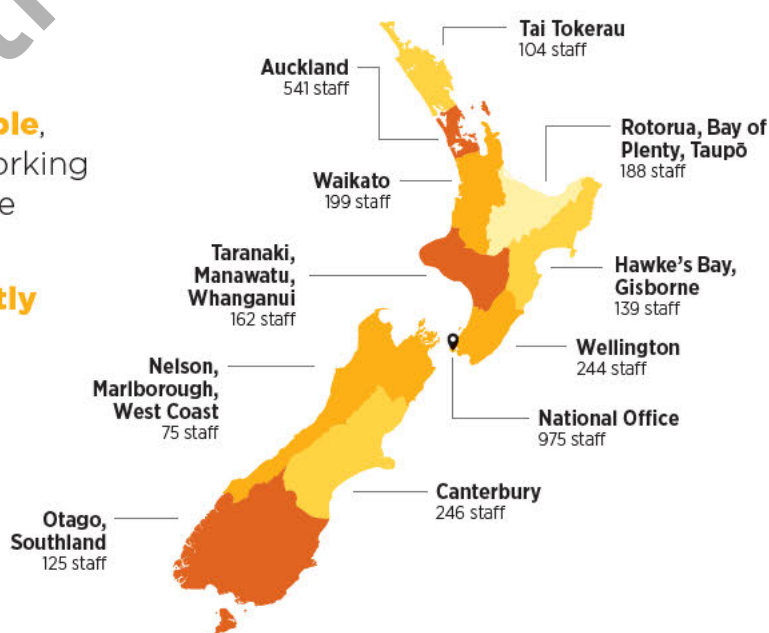
* Formerly Special Education Services.

5. **The Parent Information and Community Intelligence (PICI) Group** was created most recently. It is responsible for partnering with parents and communities, and for information and engagement programmes designed to raise the demand for education excellence from parents, whānau, iwi, communities and employers.

6. **The Education Infrastructure Service (EIS) Group** is responsible for the delivery of services that underpin the quality of the learning environment experienced by teachers and students – school property, school transport, technology in schools and school payroll. It is responsible for the prudent fiscal management of school property which is a key Crown asset portfolio.

7. **The Evidence Data and Knowledge (EDK) Group** is responsible for the knowledge and information function for schooling and early learning. EDK undertakes research and analysis to monitor performance at the system level, and to inform advice and decision-making.

8. **The Strategy, Planning and Governance (SPG) Group** is responsible for business strategy, education system stewardship including Crown entity monitoring, planning and governance, risk and assurance, legal services, communications and Ministerial services.

9. **The Business Enablement and Support (BE&S) Group** provides corporate services for the Ministry and wider education sector. BE&S is responsible for finance, procurement, information technology, people capacity and business services.

The Ministry has a Raukura/Chief Advisor Te Ao Māori role. The role has two primary functions: The first is to provide advice and leadership across the Ministry to help the organisation accelerate Māori educational achievement as Māori, seeking equity of outcomes and the promotion of Māori identity, language and culture. The second is to support Ministers, the Secretary for Education, the Leadership Team and Directors of Education to respond to all Treaty of Waitangi business and related matters.

Further information about Ministry staff is in annex 2.

We are currently reviewing our operating model to ensure that our capability, capacity and focus are fit for purpose now and into the future.

# The Ministry undertakes its work with others

We work with and alongside a wide range of parties and stakeholders to make a difference. This includes education providers, professional organisations, unions, social and economic agencies, iwi, employers and industry, children and young people and students, family and whānau.

We work with and support education providers to make the best decisions to raise achievement and deliver their functions effectively. We are also involved in groups with education providers and other education stakeholders (eg. teacher unions) on critical issues such as social and emotional wellbeing, and teacher supply.

We work alongside several other government education agencies to support the education system. Education agencies have different but inter-related roles. The other agencies provide support and advice for education providers and students, funding and operational support, and educational review and assessment. As agencies, we need to be joined up in our work to deliver coherent support. The Ministry has a key role in joining up, as the steward of the system and as the only organisation with responsibilities across all three major parts of the system – early learning, schooling and tertiary education. The Secretary for Education Chairs the Education System Stewardship Forum (ESSF)[4] to enable a collaborative approach across education agencies. The roles of our education agency partners and shared commitments of the ESSF are set out in annex 4.

We work across government to support better social and economic outcomes. Our work includes participation in groups such as the Vulnerable Children's Board and Social Investment Board. Further information on our work with social, economic and international agencies in set out in annex 4.

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4  The Education Sector Stewardship Forum is eight government agencies or bodies who work together, taking responsibility for different aspects of the education system: Ministry of Education, Tertiary Education Commission, the New Zealand Qualifications Authority, Education New Zealand, the Education Review Office, the Education Council of Aotearoa New Zealand, Network for Learning, and Te Aho o Te Kura Pounamu – The Correspondence School.

# Your responsibilities as Minister

**The Minister responsible for Education, Tertiary Education and International Education are responsible for education sector leadership as well as policy, regulation, funding and legislation across the sector. Education Ministers are responsible for Vote Education and Vote Tertiary Education.**

**You decide the direction and priorities for the education system and the Ministry, and you are responsible for determining and promoting policy, defending policy decisions, and representing education issues in the House of Representatives on both policy and operational matters.**

## Early childhood education and schooling

The principal responsibilities with regard to early childhood education and schooling are set out in the Education Act 1989 and the Crown Entities Act 2004.

The Education Act 1989 establishes the legal framework for our education system, from ECE to compulsory schooling to tertiary and international education. In relation to early childhood education services and schooling, the Education Act 1989 provides for:

» the rights to a primary and secondary education (including equal rights for people with special educational needs to enrol and receive state school education)

» enrolment and attendance obligations in schooling

» direction-setting tools for state school education – currently this is done through the strategic National Education Guidelines (NEGs). The NEGs cover the National Education Goals, foundation curriculum policy statements, national curriculum statements, National Standards and the National Administration Guidelines (NAGs). The NEGs and NAGs will largely be replaced, because of recently enacted legislation, with a new Ministerial power to issue a statement of National Education and Learning Priorities (NELP)[5], and new planning and reporting requirements for schools.

» the management, governance and funding of schools (including the Minister's and Secretary's intervention powers) and the establishment of different types of schools

» Boards' objectives in governing schools, including ensuring that the school-

  › is a physically and emotionally safe place for all students and staff; and

  › is inclusive of and caters for students with differing needs

» the regulation of the teaching profession, including pay arrangements

» licensing and funding of early childhood education services

» the establishment of Crown entities and statutory organisations (including the specification of functions, powers and duties).

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5   The NELP will guide ECE and schools.

## Tertiary and international education

The principal responsibilities with regard to tertiary and international education are set out in the Education Act 1989, the Industry Training and Apprenticeships Act 1992, and the Crown Entities Act 2004.

The tertiary education parts of the Education Act 1989 address key elements of the tertiary education system. In particular, the Education Act 1989 provides for:

» the publication of government strategies (e.g. the Tertiary Education Strategy), which the Tertiary Education Commission (TEC) must give effect to

» the legislative framework and establishment of two Crown entities (TEC and Education New Zealand (ENZ)), the role of the New Zealand Qualifications Authority (NZQA) in respect of the tertiary system, and the statutory role of the New Zealand Vice-Chancellors' Committee

» a range of general provisions covering courses and students, regulation of Tertiary Education Organisations (TEOs), membership and funding of student associations, offence provisions and regulation

» funding determinations (issued under section 159L), which are instructions from the Minister to the TEC on what is to be funded and why, funding rates, eligibility rules and monitoring requirements

» the establishment of publicly owned tertiary education institutions (i.e. universities, wānanga and polytechnics) and their governance arrangements, financial and educational monitoring, and the Crown's ownership and intervention functions

» the framework for the quality assurance, investment planning, funding and monitoring of TEOs (and the roles of different agencies in this)

» funding of secondary-tertiary programmes.

The international education parts of the Education Act 1989 set the framework for international education, including eligibility for funding support, pastoral care and welfare, and the regulatory framework for providers, and the Export Education Levy.

The main responsibility of the Minister in industry training is to recognise a body corporate as an Industry Training Organisation with coverage across specific industries, under the Industry Training and Apprenticeships Act 1992.

Information about the legislation administered by the Ministry is set out in annex 3.

## The education and disability legislation guiding our policy

The Education Act 1989, the Human Rights Act 1993, the New Zealand Disability Strategy and the United Nations (UN) Convention on the Rights of Persons with Disabilities, and the UN Convention on the Rights of the Child all guide our policy.

- » The Education Act 1989 – Section 8, relates specifically to special education. The Act says, "People who have special educational needs (whether because of disability or otherwise) have the same rights to enrol and receive education in state schools as people who do not".
- » The National Education Guidelines provide schools with direction for their policies and practices.
- » The New Zealand Disability Strategy vision is of a society that highly values the lives and continually enhances the full participation of disabled people. It provides a framework to guide government agencies when making policy and services affecting disabled people. We contribute to provide the best education for disabled people.
- » New Zealand ratified the UN Convention on the Rights of Persons with Disabilities in 2008. Article 24 relates to the education of people with disabilities. Signatories to the convention are to ensure equal access to:
    - › primary and secondary education
    - › vocational training
    - › adult education
    - › lifelong learning.

Recent amendments to the Education Act introduced the language of inclusion, in particular in relation to the objectives of a board in governing a school.

## Crown Entities and Statutory Bodies

Education Ministers are responsible for the NZQA, the TEC and ENZ.

Ministers play a key role in the governance of these Crown entities and are responsible to the House of Representatives for overseeing and managing the Crown's interests in, and relationships with, the Crown entities in your portfolio. The Crown Entities Act 2004 creates an accountability relationship between Crown entities, their board members, and you as responsible Minister. The Crown entity's board directs the entity's day-to-day operations.

The Ministry assists you in your responsibilities for Crown entities, including appointments, setting performance expectations, and performance monitoring (working jointly with the Ministry of Business, Innovation and Employment (MBIE) on TEC and ENZ).

The Ministry, on behalf of the Minister of Education, also has a Cabinet mandated role in assessing the Education Council of Aotearoa New Zealand's progress towards self sufficiency and financial sustainability by 1 July 2019.

The Minister of Education and the Minister of Finance are the shareholding Ministers for the Crown owned companies Network for Learning (N4L) and Education Payroll Limited (EPL). The Treasury is responsible for ownership monitoring.

# Education investment

**At over $14.6 billion, education is one of Government's largest investments.[6, 7]**

The education portfolios account for $14.6 billion in budgeted expenditure. The Ministry of Education administers this expenditure in two Votes. Figure 2 sets out key facts about the two Votes.

88% of these funds consist of non-departmental funding and go directly to providers, as well as paying for depreciation and capital charge expenses associated with the ownership of the school property portfolio.

The school property portfolio has a book value of $17.2 billion and a replacement value of $30.0 billion at 30 June 2017. The Ministry contributes to the management of the Crown's balance sheet by prudent management of the education asset portfolio.

The Minister responsible for Vote Tertiary Education also sets the policy direction for a further $1.2 billion of spending on student allowances ($505 million) and student loans ($676 million – when measured as the operating cost to the Crown of new lending). These are part of Vote Social Development and Vote Revenue.

More detailed information about the two Votes is set out in annex 1.

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**Figure 2:** Government investment

### Our spend is impacted by population growth and economic conditions

Over **91.5%** of our Vote Education spend is demand driven, predominantly impacted by population growth. This includes teacher salaries, infrastructure and early learning subsidies.

Only **8%** of the spend is not demand driven.

### We manage a large infrastructure portfolio

We manage the Government's second largest property portfolio – worth almost **$17.2 billion**.

We also manage and monitor the **largest payroll in the country**, delivering salaries to around 93,000 staff.

### We influence spending by others

Student allowances **($505m)** are administered through Vote Social Development. The annual cost to the Government of the new student loan lending **($676m)** is administered through Vote Revenue.



OVER **$1.6b**
For school property portfolio management

OVER **$1.0b**
For school property (capital)

OVER **$6.8b**
For schooling

OVER **$195m**
For school transport

OVER **$14.6 BILLION**

OVER **$3.0b**
For tertiary education

NEARLY **$132m**
For other support for the education system

NEARLY **$1.9b**
For early learning

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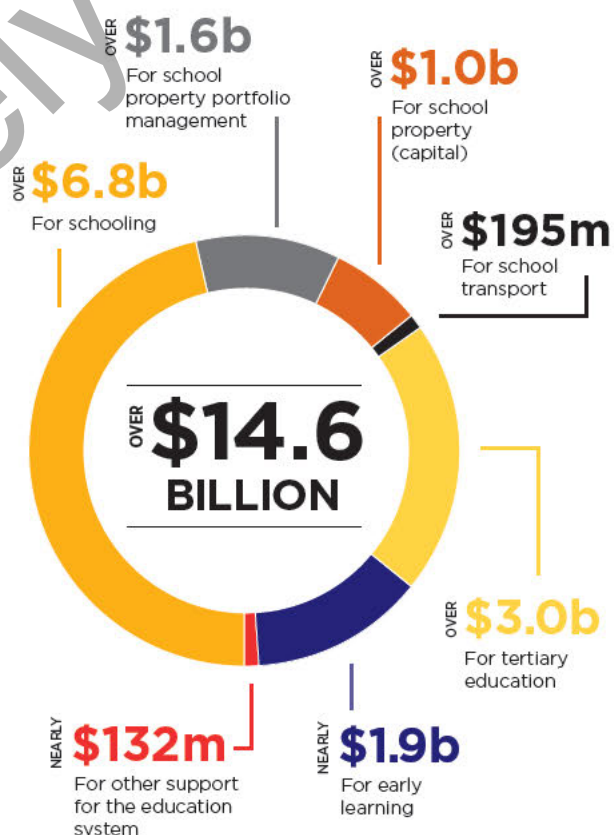
6   Unless otherwise stated, all numbers are Budget 2017/18, as per the 2017 Estimates of Appropriations.

7   The $14.6b figure excludes student allowances ($505m, administered through Vote Social Development) and the operating cost to the Crown of student loans, which is measured as the initial write-down on new student loan borrowing ($676m, administered through Vote Revenue).

# The education context

## A highly performing education system is key to New Zealand's success

Education contributes to New Zealand's social, cultural, economic and environmental wellbeing. It builds a future workforce that can participate in new and emerging jobs. It contributes to people's health and wellbeing outcomes, cultural identity, and positive participation in society. It also helps to reduce costs to the state. The longer-term welfare and justice costs to the state of non-achievement are higher for those who have left the system with no qualifications (refer to Figure 3). Each year over 1.5 million children, young people, and students are learning in the education system.

Education is a key, highly valued focus for iwi as Treaty partners. The education system needs to demonstrate partnership, active protection and equity. As part of this, iwi have a role in co-creating and influencing the system. The education system also has a significant role in protecting and fostering Māori identity, language and culture. A culturally responsive system for and with Māori that honours the Treaty of Waitangi and enables better outcomes at the individual and societal level for both Māori and non-Māori.

Education also produces globally recognised research, which contributes to innovation. International education builds stronger international connections, strengthens research links, encourages innovation, and increases our global competitive advantage through export earning and stronger business links. It also supports New Zealanders to become global citizens, developing the skills needed for our nation's growing diversity and engagement in an increasingly mobile and connected world.

**Figure 3:** School qualifications help reduce costs to the state
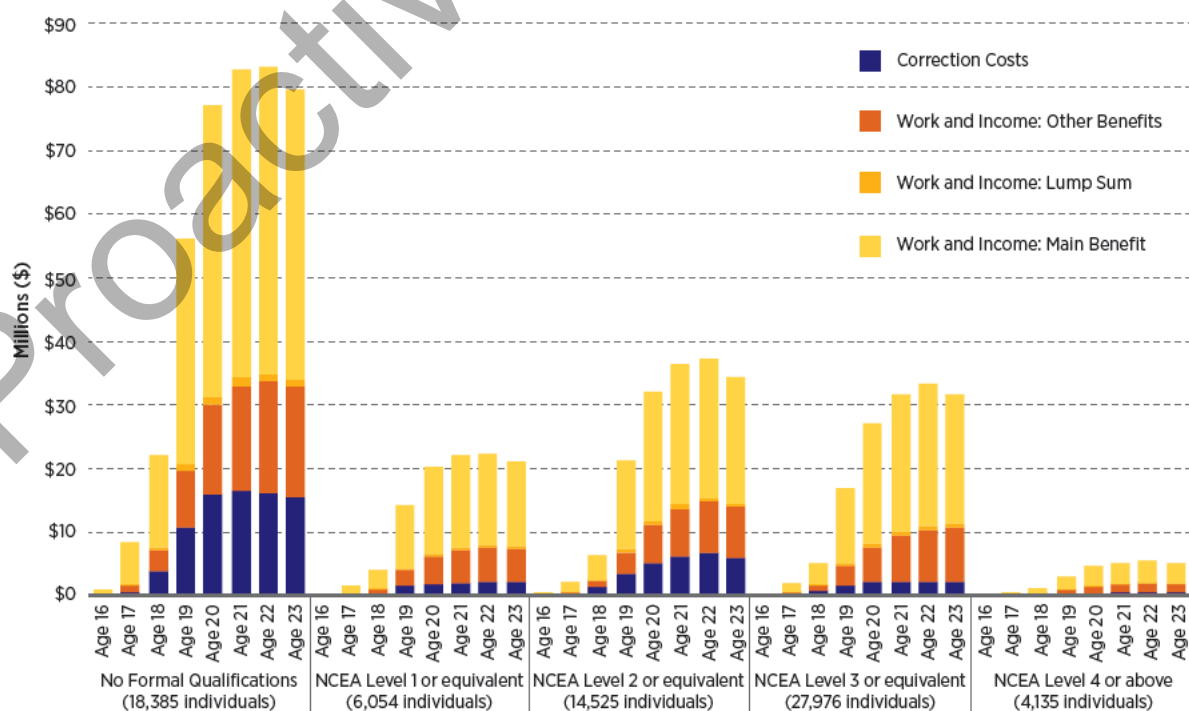


Total 90/91 cohort: 71,075 individuals, $810.5m in welfare and corrections costs between ages 16 & 23.

## Environmental opportunities and pressures shape the education system

The education system is influenced by and influences a variety of domestic and global trends, each of which present risks and opportunities. Our stewardship needs to ensure that the education system is fit for purpose for the next 10-15 years. A few examples of these trends and pressures are expanded on below in Figure 4.

**Figure 4:** Environmental opportunities and pressures

Rapid disruptive technological change

New or persistent social pressures

Changing demographics

Changes in valued skills

NEW ZEALAND'S EDUCATION SYSTEM

Supporting Māori aspirations

Global connectedness

Urban and rural growth

**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, re-train, and up-skill while in work to meet the changing demands placed upon them.

**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 NZ and more NZ students studying abroad.

**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.

**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.

## New Zealand has a diverse and highly devolved education system

Responsibility for the delivery of education is highly devolved to over 4,500 early learning services (includes home based, ngā kōhanga reo, Playcentres, education and care centres and state kindergartens), around 2,500 schools (includes state and state integrated, kura, private and partnership schools) and over 600 tertiary organisations (includes universities, institutes of technology and polytechnics, wānanga, industry training organisations, private training establishments and community providers).

Each provider makes their own decisions, albeit within a regulatory framework, about how to meet the learning and wellbeing needs of their children, young people and adult students.

The management, governance and leadership of the ECE, schooling and tertiary sectors is the responsibility of largely autonomous boards of trustees, councils of tertiary institutions and other individual providers.

Within this devolved system, Government sets strategy, funds, and regulates providers, and responds to concerns about provider quality. It also supplies selected services, information and infrastructure.

Figure 5 gives an overview of the education system across the different stages.

**Figure 5:** Stages and diversity of the education system



### Early Learning

| 0 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

**Options Include**
» Kindergartens *(licensed)*
» Kōhanga reo *(licensed)*
» Puna reo *(licensed)*
» Playcentres *(licensed)*
» Education & Care Services *(licensed)*
» Home-based Care *(licensed)*
» Playgroups *(certificated)*

### Primary
(compulsory from age 6)

| 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
|---|---|---|---|---|---|---|---|---|

**Options Include** (teaching in both Māori and English-medium)
» State schools *(Crown entities)*
» Designated character schools *(state schools with special character)*
» Kura Aho Matua, Kura-a-Iwi and other schools where at least 90% of learners in the school are MME learners
» Integrated schools *(Crown entities with private proprietors)*
» Independent schools *(Private entities given some government funding)*
» Partnership schools *(operated by sponsors contracted by the Crown)*
» Home education *(Parent-delivered schooling with Ministry approval)*
» Communities of Online Learning *(from 2019)*

### Secondary
(compulsory to age 16*)

| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
|----|----|----|----|----|----|----|----|

Secondary-Tertiary programmes

### Tertiary

| 16 | 17 | 18 | 19+ throughout life |
|----|----|----|---------------------|

**Options Include**
» Universities
» Wānanga
» Institutes of Technology and Polytechnics
» Private Training Establishments
» Industry Training Organisations
» Community providers

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» Nearly 200,000 children
» Around 28,000 kaiako/teachers
» Around 4,500 licensed ECE services

» Over 787,000 students
» Over 55,000 kaiako/teachers
» Over 2,500 schools

» Over 576,000 learners
» Over 500 providers

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» Approximately 168,000 learners of Māori language in English-medium early learning education

» Approximately 161,000 learners of Māori language in English-medium primary and secondary education

Approximately 10,200 students enrolled in te reo Māori courses for at least 0.2 equivalent full-time students (EFTS) per year

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» Approximately 10,200 enrolments in ngā kohanga reo and other Māori-medium early learning settings, such as puna reo

» 18,000 learners in Māori-medium education
» 279 kura and other Māori-medium settings

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**Te Whāriki**
(curriculum guidance)
Minimum curriculum standards for all licensed ECE services

National Standards
Ngā Whanaketanga Rumaki Māori

National Certificate of Educational Achievement

New Zealand Qualifications Framework (NZQF)

The New Zealand Curriculum
Te Marautanga o Aotea

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Collaboration promoted by Communities of Learning | Kāhui Ako

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The National Education Guidelines (NEGs) currently guide schools. These will largely be replaced with a new Ministerial power to issue a statement of National Education and Learning Priorities (NELP), which will guide ECE and schools, and new planning and reporting requirements for schools.

Guided by the Tertiary Education Strategy (TES)

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\* Most children would leave school by age 18 but some children can and do stay on until age 21.
\*\* The Schooling numbers are as at July 2016.

18

Proactively released

# Delivering an education system that delivers equitable and excellent outcomes

**The Ministry is shaping a system which has children and young people at its centre.**

We are focused on the major challenge for the New Zealand education system: achieving equity and excellence in outcomes for an increasingly diverse population.

Our education system performs very well for many students who achieve highly and are well set up to be successful contributors to their own and others' lives. But there is more to be done to improve both the level of excellence and the equity of outcomes of all students. Of great concern is the significant proportion of Māori and Pasifika students, children and young people from low socio-economic backgrounds, and children and students with additional learning needs not seeing the benefits of education at all levels – in early learning, schooling and tertiary education.

Every child and young person must be supported to meet their potential and achieve their aspirations, while being socially and culturally confident. We want an inclusive education system which gives all children and young people the same opportunities regardless of their need, differences or disability. Education needs to equip all children, young people and students with skills and competencies for life and work. This requires the education system to have high expectations for everybody, respond and connect to the language, culture and identity of all children and young people and students, be free of bias, and removes barriers to participation, learning and achievement.

The wellbeing of children and young people is central to their educational success. We are focused on joining up social and emotional wellbeing, and taking a "whole of life" approach to wellbeing that is connected across early learning, schooling, tertiary and beyond.

To deliver on these aims, we need to get a number of things right, including:

» **Strong early learning foundations and ongoing participation and engagement in education**
Participation in high quality early learning improves children's cognitive abilities and socio-emotional development, helping create a foundation for lifelong learning and mental wellbeing.

*Te Whāriki*, the early learning curriculum, expresses our vision that children grow up as competent and confident learners, strong in their identity, language and culture. Through its two pathways, *Te Whāriki: He whāriki mātauranga mō ngā mokopuna o Aotearoa Early childhood curriculum* and *Te Whāriki a te Kōhanga Reo*, this document supports all early learning services to design local curricula that focus on the learning that is valued by kaiako, children, parents and whānau. *Te Whāriki* connects early learning with the *New Zealand Curriculum* and *Te Marautanga o Aotearoa*, supporting children's pathways to school and kura.

Children, young people and students need to be present and actively participating and engaged in their learning. This requires there to be:

› attention to the holistic needs of every child and young person, including their wellbeing, so that children feel safe, included and valued

› reciprocal and responsive learning relationships, with learning opportunities relevant to the interests and local contexts of children

› learning and social support, which enables early intervention and provision of expertise, services and activities that ensure all children, regardless of their needs, are present, participating and learning in schools and early childhood education

› opportunities for people to re-engage in education if they have disengaged.

» **High quality, responsive teaching and leadership**

The quality of teaching and leadership are the two strongest in-school influences on progress and achievement for children and young people.

High quality teaching, leadership and curricula delivery are vital to achieving the best possible outcomes for children and young people. We know there are four key areas that help promote quality teaching, and that must work together cohesively to maximise success:

› working effectively and culturally responsively with diverse groups of students, particularly Māori, Pasifika, those from low socioeconomic backgrounds, and those with learning support needs

› having appropriate and deep pedagogical knowledge concerning how to teach, as well as deep and broad content knowledge about what to teach

› high quality leadership focused on leading learning and motivating young people to engage

› the system settings support educators, teachers and leaders to improve their practice over time.

The education workforce is critical to succeeding in this. The education workforce includes kaiako/teachers in early childhood education services and schools, early learning educators, support staff, specialist experts, researchers, tertiary teachers and specialists, leaders and managers.

Changes in the education system are shaping the demands on this workforce. The size of the workforce needed, and its composition, skills and knowledge, are shifting. Ensuring we have enough high quality teachers in the system is vital. We also need to balance the specialised skills of teachers with those of other professionals and support staff.

» **Strong, collaborative, self-improving education networks**

Communities of Learning | Kāhui Ako have been designed to enable teachers and leaders to make a difference for the whole pathways of children in their education community, not just the children and young people in individual centres, groups, classes and schools. This includes:

› promoting collaboration that is purposeful and evidence-driven as a feature of education systems that show sustained improvement

› enabling deliberate, learner-focused collaboration between teachers and leaders across a community to lift progress and achievement of all the community's children, young people and students

› building effective partnerships between Kāhui Ako and parents, caregivers, whānau, students, iwi and employers so they can be more active and demanding participants in education, and in local curriculum and career design.

» **Strong partnerships with children, young people, students, parents, whānau, iwi, communities and employers**

The education workforce needs to foster educationally powerful partnerships with others to support children's and young people's learning and wellbeing, and to develop relevant curricula for local, industry and national needs.

Parents, family, whānau, and communities play an essential role in educational success. For early learners, parents play an important role as first teachers. Parents can also set high expectations for their children, support them to meet those expectations, and help their older children make choices which set them on the right path to achieve their future aspirations. In addition, they can create high expectations for the sector by advocating for their child or young person's needs and potential. Parents contribute their time and expertise, including through school boards of trustees.

Iwi can foster better integration of identity, language and culture throughout the curriculum, support a mutually beneficial, bicultural society; and support active protection of ngā tāonga Māori.

Employers have a role in influencing the system, in particular to ensure that knowledge; skills and course content are relevant to workforce needs, both within schools and in tertiary education and training. Education providers who are well connected to employers, and ensure employers know what to expect from graduates, enable employers to be more effective in this role.

» **Information and data that supports good decision-making**

Everyone must have access to good information and data and know how to use that information and data to support decision-making, from students, their parents and whānau, employers and industry, education providers, governance bodies and boards, to Ministers. Integrated education data is necessary to maximise the use and value of data across the system.

Access to a rich information base supports decision-makers to understand variation and patterns in performance. Being able to analyse individual level data, with appropriate privacy and security protections, helps identify opportunities to improve education and life outcomes for different groups of children, young people and students. It also supports the effectiveness of action taken to drive improvement. It is important that decision-makers understand impacts on learning progress, not just achievement. We are seeing results from this, for example in tertiary education, where providers have been working towards the publication of student employment outcomes data.

Information also has an important role to play in enabling children, young people, students, parents, whānau, iwi, employers, and communities to be active and influential partners in the education system. This includes supporting engagement in their child or young person's learning journey, supporting good decisions about what or where to study, and identifying opportunities to influence or contribute to changes that can improve outcomes.

» **High quality infrastructure services**

High quality property, transport, Information Communication Technology (ICT) and schools payroll services, enable the right environment for learning. Schools need:

› fit for purpose, safe, ICT enabled learning environments to support improved education outcomes

› a safe, efficient and effective school transport system

› accurate and timely payroll to support an effective workforce.

» **Pathways into tertiary education and employment**

Clear and easy pathways provide young people and students with opportunities to participate, achieve and progress through education into tertiary education and training and employment.

An education system that equips young people to take their next step into tertiary education and training or full-time employment requires flexible pathways and study options at senior secondary school.

Raising school achievement is important for improving pathways and participation in tertiary education. Strong connections between schools, Communities of Learning | Kāhui Ako, tertiary providers and employers provide opportunities for experiential learning, and coherent pathways for all young people to further study and employment.

» **Flexible and adaptive tertiary education while maintaining high system performance**

The tertiary education system needs to be adaptive and meet the future skills development and training needs of the workforce, while maintaining quality and performance. This includes:

› supporting lifelong learning, so adult students and employees can learn what they need to, while still connected to the workplace, and can have their prior learning or experience formally recognised

› adaptation and innovation needed to meet the needs of students, employers and communities by developing new models and modes of delivery, and collaborating with each other, with industry, and internationally

› education and training institutions maintaining or improving their good reputation, and education providers offering locally and internationally credible services

› supporting research and innovation that is excellent, delivers economic growth and development, and meet New Zealand's needs through products and skills.

# We are ready to discuss your priorities with you

We understand you have a comprehensive set of changes, including:

» Removing and breaking down barriers to free access, in early childhood education, state and state integrated schooling and post-school education

» Putting children and young people at the centre of the education system, including through quality early childhood education, and supporting an inclusive education system

» Supporting Māori education achievement

» Supporting Pacific education achievement

» Supporting a high status, high trust and quality teaching profession

» Providing a quality, comprehensive, public education system

» Supporting the development of skills and competencies relevant to the 21st Century.

## Working with you

We will work with you to deliver on your priorities. We can provide further advice as a basis for decisions you may wish to take.

Over the next 100 days, there will be some things that require your decisions. A list is provided for you at annex 5.

Again, we look forward to working with you and discussing how our operating model can better support delivery of equitable and excellent education outcomes.

# Annex 1: Government expenditure administered by the Ministry

## The education portfolios account for $14.6 billion in budgeted expenditure (2017/18 GST excluded).

The Ministry administers this expenditure under two votes:

» **Vote Education** accounts for nearly $11.6 billion, corresponding to nearly 79% of total education spending, which includes all of the early childhood education, schooling and capital expenditure.

» **Vote Tertiary Education** accounts for $3.0 billion (around 21% of total education spending), the majority of which is managed by the Tertiary Education Commission and paid to tertiary providers through tuition subsidies, research funding, and vocational training and foundation education subsidies.

## Vote Education

Vote Education contains a large number of appropriations. However, five very large appropriations account for around 91% of total operating expenditure:

» **Early Childhood Education** ($1,861m, 18%): subsidises early childhood education services for children under six years of age from licensed early childhood education services and certified playgroups, and also includes several targeted funds (mainly equity funding). Much of the support provided to early childhood education services is an hourly subsidy for qualifying children who attend, and the key drivers of this appropriation are the population of children aged under six, their participation rate, and the average number of hours of participation for those using the service. Over recent years, growth in both participation and the average number of hours per child for which the subsidy is paid, has led to substantial expenditure increases.

» **Primary Education** ($3,210m, 30%): provides roll-based operations funding to schools, teacher and management salaries, and support costs and supplementary funding programmes to enable the delivery of the National Curriculum to all students for Years 0 to 8. The primary drivers of this appropriation are school roll sizes and negotiated teacher pay agreements.

» **Secondary Education** ($2,251m, 21%): provides roll-based operations funding to schools, teacher and management salaries, support costs and supplementary funding programmes to enable the delivery of the national curricula to all students for Years 9 to 13. The primary drivers of this appropriation are school roll sizes and negotiated teacher pay agreements.
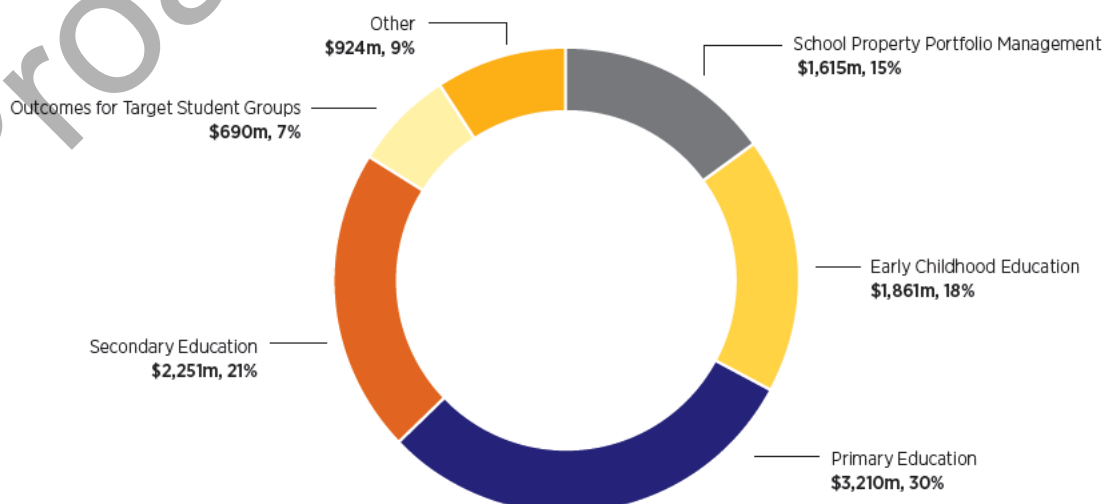
» **School Property Portfolio Management** ($1,615m, 15%): takes an asset management approach to managing the second largest Crown social sector asset portfolio. The majority of this appropriation is accounted for by depreciation ($570m) and the capital charge ($917m) on the school property portfolio.

» **Outcomes for Target Student Groups** ($690m, 7%): programmes and services to improve outcomes for targeted student groups. This covers a diverse range of activities such as:

› specialist learning support; behavioural services; initiatives and services to reduce unjustifiable absences; alternative education, including service academies, and English for speakers of other languages.

The balance of $924 million (9%) of operating expenditure is made up of a diverse range of smaller appropriations. These provide for a range of things such as the operation of the Ministry, support for education providers and parents, managing school networks, boarding and homeschooling allowances and modernising the property of integrated schools.

Around 91.5% of operating expenditure can be broadly considered to be demand driven, in that it is primarily driven by external factors such as teacher remuneration rates, school roll growth, early childhood education hours growth, and property costs. While there is some policy discretion in respect of aspects of these, they are typically not directly controllable from the centre without substantial policy change. The remaining 8.5% is comprised of more discretionary types of items, such as: equity funding; provision of information and advisory services; curriculum support; and the scale and nature of Learning Support.

Capital expenditure for Vote Education in 2017/18 is estimated at around $1.06 billion (which includes spend on Public Private Partnership), which is a significant component of overall Crown capital expenditure. This is primarily for building new schools, new classrooms, and maintaining and improving existing school property.

**Vote Education** Operating Expenditure 2017/18



- Other **$924m, 9%**
- Outcomes for Target Student Groups **$690m, 7%**
- School Property Portfolio Management **$1,615m, 15%**
- Early Childhood Education **$1,861m, 18%**
- Primary Education **$3,210m, 30%**
- Secondary Education **$2,251m, 21%**

## Vote Tertiary Education

Just over $3.0 billion has been budgeted for Vote Tertiary Education for 2017/18. The Vote is largely comprised of non-departmental funding. This includes:

» funding managed by TEC, which is paid to tertiary providers to fund:

  › tertiary tuition subsidies ($2.1 billion)

  › research and research-based teaching ($358.8 million)

  › vocational and industry training subsidies ($321.1 million)

  › community and adult education grants $77.3 million)

  › industry collaboration projects and Entrepreneurial Universities ($39.2 million)

» funding to support access to tertiary education and training, including scholarships, professional development and study awards ($47.0 million).
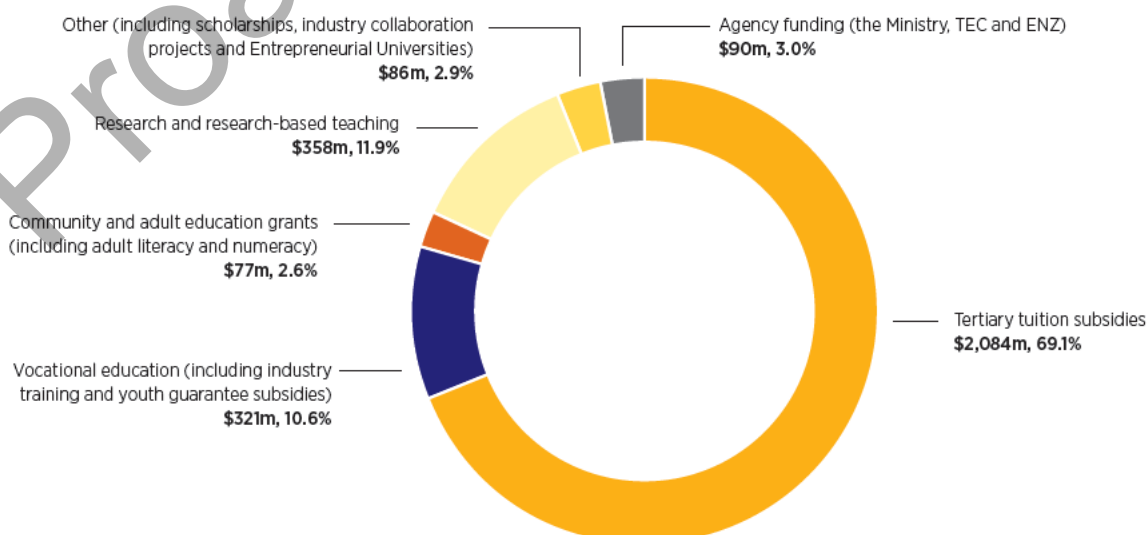
The Vote also includes departmental funding for activities purchased from the Ministry of Education ($12.4 million), including our policy, monitoring and performance advice, and for agency funding (for the TEC and ENZ) for the administration of the tertiary education system ($47.2 million) and international education programmes ($31.1 million).

In general, the Vote does not include significant capital funding. No funding for capital expenditure was appropriated into the Vote in Budget 2017, though capital funding of $65 million has since been appropriated from a contingency for the first instalment of the Crown's commitment to provide up to $85 million for the rebuilding of Lincoln University's science facilities.

In 2017/18, a further $1.2 billion will fund student allowances and the cost to the Crown of new student loan lending (measured as a write-down on new lending):

» Student allowances and loan payments are funded through Vote Social Development, administered by the Ministry of Social Development

» Student loan debt and repayments are managed though Vote Revenue, administered by Inland Revenue.

**Vote Tertiary Education** Operating Expenditure 2017/18



Other (including scholarships, industry collaboration projects and Entrepreneurial Universities)
**$86m, 2.9%**

Research and research-based teaching
**$358m, 11.9%**

Community and adult education grants (including adult literacy and numeracy)
**$77m, 2.6%**

Vocational education (including industry training and youth guarantee subsidies)
**$321m, 10.6%**

Agency funding (the Ministry, TEC and ENZ)
**$90m, 3.0%**

Tertiary tuition subsidies
**$2,084m, 69.1%**

# Annex 2: The Ministry's Leadership Team and staff

The Ministry Leadership Team includes the Chief Executive and eleven other members.

- » Iona Holsted, Secretary for Education, and Chief Executive of the Ministry of Education
  - › The Secretary provides stewardship and leadership across the education system.
  - › The Chief Executive is responsible for executing the functions and duties of the Ministry, advice to Ministers, and efficient, effective, and economical management of the Ministry.
- » Andrea Schöllmann, Deputy Secretary, Education System Policy (ESP)
- » Claire Douglas, Deputy Secretary, Graduate Achievement, Vocations and Careers (GAVC)
- » Ellen MacGregor-Reid, Deputy Secretary, Early Learning and Student Achievement (ELSA)
- » Katrina Casey, Deputy Secretary, Sector Enablement and Support (SE&S)
- » Apryll Parata, Deputy Secretary, Parent Information and Community Intelligence (PICI)
- » Kim Shannon, Deputy Secretary, Education Infrastructure Services (EIS)
- » Craig Jones, Deputy Secretary, Evidence, Data and Knowledge (EDK)
- » Emily Fabling, Deputy Secretary, Strategy, Planning and Governance (SPG)
- » Zoe Griffiths, Deputy Secretary, Business Enablement and Support, (BE&S)
- » Wayne Ngata, Raukura/Chief Advisor, Te Ao Māori
- » Sean Teddy, Deputy Secretary, Office of the Secretary for Education

## Ministry staff

As at 30 June 2017, the Ministry had 2,632 FTEs. The Ministry headcount and FTE by group is as follows:[9]

| Groups | Headcount | FTE |
|---|---|---|
| Education System Policy | 73 | 70 |
| Graduate Achievement, Vocations and Careers | 52 | 50 |
| Early Learning and Student Achievement | 107 | 106 |
| Sector Enablement and Support | 2,085 | 1,740 |
| Parent Information and Community Intelligence | 38 | 38 |
| Education Infrastructure Service | 173 | 172 |
| Evidence, Data and Knowledge | 87 | 81 |
| Strategy, Planning and Governance | 95 | 90 |
| Business Enablement and Support | 279 | 276 |
| Te Ao Māori | 2 | 2 |
| Office of the Secretary for Education | 7 | 7 |
| **Grand Total** | **2,998** | **2,632** |

## Chief Education Scientific Advisor

The Secretary of Education and Ministry are supported by the Chief Education Scientific Advisor, Professor Stuart McNaughton. Stuart works with a small group of Departmental Scientific Advisors who work across government, including the Prime Minister's Chief Science Advisor Sir Peter Gluckman.

## Chief Education Health and Nutrition Advisor

The Secretary of Education and Ministry are also supported by a Chief Education Health and Nutrition Advisor, Professor Grant Schofield. A key part of this role is focused on lifting the quality of public debate around health and nutrition education, and acting as an 'honest broker' between our analytical, research and policy experts.

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9   Permanent and Fixed Term employees are included in the counting.

# Annex 3: Legislation administered by the Ministry of Education

The Ministry administers a range of legislation, including:

» Education Act 1989 (with the exception of Part 25, student allowances and administration of student loans)

» Education Act 1964

» Vulnerable Children Act 2014 (Part 3)

» Industry Training and Apprenticeships Act 1992

» Music Teachers Act 1981

» Pacific Education Foundation Act 1972

» Queen Elizabeth the Second Technicians' Study Award Act 1970

» Queen Elizabeth the Second Postgraduate Fellowship of New Zealand Act 1963

» Taranaki Scholarships Trust Board Act 1957

» Education Lands Act 1949

» Ngarimu VC and 28th (Maori) Battalion Memorial Scholarship Fund Act 1945

» Kitchener Memorial Scholarship Trust Act 1941

» New Zealand Library Association Act 1939

» New Zealand Council for Education Research Act 1972.

The Government has ratified treaties including the Universal Declaration of Human Rights, the United Nations Convention on the Rights of Persons with Disabilities, the United Nations Convention on the Rights of the Child and the United Nations Convention on the Rights of Indigenous People.

# Annex 4: Collaboration and engagement

**As Minister, you have a leadership role in managing the relationships we have with our education system partners. These agencies and organisations have a range of responsibilities and/or interests in the education system and will seek regular engagement with you.**

## Our education system partners

Within Government, the New Zealand education system has a large number of specialised agencies focused on delivering their part of the education system. We work with these agencies to improve and manage the performance of the education system to maximise results for New Zealand.

» **Education Review Office (ERO) – Te Tari Arotake Mātauranga** – Reviews and reports publicly on the quality of education in all New Zealand schools and ECE services. The ERO also publishes national reports on current education topics.

» **Tertiary Education Commission (TEC) – Te Amorangi Mātauranga Matua** – Responsible for government-funded tertiary education and training offered in New Zealand. The TEC also provides career services from education through to employment.

» **New Zealand Qualifications Authority (NZQA) – Mana Tohu Mātauranga o Aotearoa** – Ensures that New Zealand qualifications are regarded as credible and robust, nationally and internationally. NZQA also administers the Education (Pastoral Care of International Students) Code of Practice.

» **The Education Council of Aotearoa New Zealand – Matatū Aotearoa** – The professional and regulatory body for registered teachers working in early childhood centres, schools and other education institutions in New Zealand, representing teachers in both English and Māori settings. The Council aims to support the professional status of teachers and high quality teaching and learning.

» **Education New Zealand (ENZ)** – The lead government agency for the promotion of New Zealand education internationally. ENZ works to build awareness of New Zealand as a study destination and to pave the way for exporting education institutions and businesses.

» **Network for Learning (N4L)** – A Crown-owned company providing schools with a government-funded package that includes access to a secure network, uncapped monthly data, online content filtering and security services.

» **Education Payroll Limited (EPL)** – A Crown-owned company managing the payroll for schools to ensure an accurate and reliable payroll service.

The following page ("Education System Overview") sets out the shared commitments of the Education System Stewardship Forum.

# Education System Overview

## BRIEFING FOR INCOMING MINISTER/S

### Every learner succeeds and New Zealand prospers through a high performing education system

## 1 WHO WE ARE

Eight government agencies or bodies have responsibility for different aspects of the education system: Ministry of Education, Tertiary Education Commission, the New Zealand Qualifications Authority, Education New Zealand, the Education Review Office, the Education Council, Network 4 Learning, and Te Aho o Te Kura Pounamu.

### Aspirations

» We work together to improve the quality and coherence of the system so that it works for all learners. We are stewards of a system that enables education pathways from 0-24+ through the system improvements being made by Kāhui Ako (0-18) and through increasing innovation and collaboration in the tertiary sector and beyond

» We aim to scale-up success and create mechanisms within and between agencies to genuinely deliver change.

» Each agency is individually strong in its own mandate. We each perform distinct roles which can be enhanced by effective collaboration.

### How we work

» Central education agencies share a view of the education system's performance, identify emerging system issues and risks, and can articulate agencies' individual and collective contributions to education system goals.

» The stewardship role is embedded across the central education agencies.

» Central education agencies work collaboratively to share knowledge and resources, and to build agency capability.

### Recent collaboration in the education sector

**Integrated Education Data Strategy (IEd)**

» Education and social sector agencies are working together to transform the way we collect, manage, share and use data across the education system.

**NCEA Online**

» NZQA and N4L are undertaking digital trials and pilots of online exams in preparation for making NCEA exams available online.

**Compare Study Options Online Tool**

» Partnership between MoE, Statistics NZ, TEC and MBIE. The tool uses information sharing processes to indicate the employment related value of specific qualifications.

**Count Me In, ARONA, Pasifika Power-UP**

» Provide youth at risk of achieving only low or no qualifications, pathways to educational achievement and attainment, and use the insights gathered through this action to strengthen educational pathways and performance throughout the system.

## 2 SHARED FOCUS TO DRIVE CONTINUOUS IMPROVEMENT

### System stewardship

As stewards of the education system, we work together to drive continuous system improvement. We collectively design, support, fund, assure, evaluate, and enable the education system.

Our devolved education system means our role is not to control every element of the system, but to ensure that its design and support structures enable it to productively deliver the learning outcomes we seek. This includes support for educators as leaders in the system.

We foster a system that works to ensure that everyone succeeds in the global economy of the 21st century, regardless of their background. Furthermore, we have a duty to give effect to the principles of the Treaty of Waitangi including (but not limited to) partnership, autonomy, reciprocity, active protection and equity.

Use a differentiated approach to support children and young people, parents and families to build educationally powerful connections.

### Enabling digital

Digital technology is a powerful vehicle that can enable a more effective and efficient education system to lift student progress. It also has considerable potential to support equitable experience and address a number of challenges in the education system.

The Education System Digital Strategy, *Transforming Education for a Digital Age*, aims to build digital capabilities across the education system in teaching, learning and administration by enabling

» new approaches to teaching and learning

» flexible learning environments

» an engaged and productive education workforce

» efficient administration of the education system

» efficient corporate and common services

### Addressing equity

We have a duty of care to deliver an education system that works for all children and young people. Although many children and young people achieve highly in education, the system struggles to produce good outcomes for everyone.

There is persistent underachievement among significant groups of children and young people, particularly Māori and Pasifika.

The scale and nature of the disparity requires concerted, consistent and vigorous action from all agencies together with students, parents, communities, employers and education professionals.

Addressing equity for Māori will need to take into account the active protection of mātauranga Māori, te reo Māori and recognition of tangata whenua.

## 3 COLLECTIVE ACTION PROPOSITIONS

### All children and young people experience a seamless journey through a coherent, well coordinated education system to good post-study outcomes

» Increased flexibility to reflect a system that can grow, develop and evolve.

» Focus on collective and coherent impact.

» Leverage of tangible gains achieved through Kahui Ako.

» Education qualification system is responsive to children, young people and employers (current and future).

» Actively look for opportunities for future collaboration.

### All children and young people and their families benefit from digital technologies to achieve their aspirations

» Implement a digital strategy that is ambitious for children and young people.

» Ensure all decision makers have quality information, tools and knowledge to inform improved practice and systems performance.

» Improve the equity of access to digital technology.

» Data analytics and artificial intelligence provides a platform for better decisions by children and young people, their families, education providers, and employers.

### Māori children and young people and communities benefit from an education system that gives effect to the principles of partnership and active protection

Strengthen Māori-medium pathways, Māori language education, and local iwi history and curriculum content.

### Māori and Pasifika children and young people can successfully engage, progress and achieve to their full potential within the education system

» Embed cultural competencies across the system to meet diverse needs.

» Use our collective system levers to urgently scale up a system response for Māori and Pasifika.

### Children and young people with diverse needs will receive tailored education services informed by collective information across the system

» Better understand the extent and effects of disadvantage, including learning needs and how to respond.

» Harness data in a way that enables innovation and better informs our investments.

## Engagement with social, economic and international agencies

We work closely with agencies in other sectors to address long term economic and social outcomes. Throughout this engagement, we remain focused on supporting educational achievement and learning. This is a role that is unique to the education system. We manage international obligations by contributing to the education-related aspects of New Zealand's human rights reporting process.

### Social

Promoting education through social sector work seeks to improve outcomes for vulnerable children and young people, and people with disabilities, promote meaningful pathways beyond school, good health, and prevent mental illness. Addressing wider social issues better helps support children, young people and students to attend and engage in learning, so they benefit more from their time in education.

### Economic

Education also makes a significant difference to the economy by developing tomorrow's entrepreneurs and employees and by building the capacity of our existing workforce. It includes enabling Māori to fully realise their economic potential, and improving employment pathways for youth at risk of long-term unemployment.

### International

We manage international obligations by contributing to the education-related aspects of New Zealand's human rights reporting process. We also contribute to immigration policy (where this impacts international students), develop and maintain education relationships with key countries, and contribute to the education-related components of many multilateral organisations.

# Annex 5: 100 days list

**Over the next 100 days, we expect to engage with you early on your priorities and work programme. During that time, we will also seek your feedback and decision on a wide range of work. The major items already identified are listed below:**

## For decision

| Name | Description | Milestone |
| --- | --- | --- |
| 1 January 2018: 1 year free tertiary education | Policy, funding and implementation decisions to announce policy detail and enable implementation | October-November 2017 |
| 1 January 2018: $50 increase to allowances and loans | Policy, funding and implementation decisions to announce policy detail and enable implementation | October-November 2017 |
| Tertiary Education Amendment Bill | Decide what legislation should be reinstated from the previous Parliament – includes Education (Tertiary Education and other matters) Amendment Bill | October-November 2017 |
| October Baseline Update (OBU) | Adjustments needed to rebalance Budget within year | October 2017 |
| Budget 2018 | Take decisions on Budget strategy, including likely priorities and key directions | October-November 2017 |
| ███████ | ████████████████████████████ | November 2017 |
| Professional Learning and Development transfer to Education Council | Review the proposed transfer to the Education Council in the context of manifesto commitments, and consider, in the interim, work on the transfer is put on hold and the management of centrally funded PLD remains with the Ministry. | November 2017 |
| Careers System Review outcomes implementation | Take decisions for continuity of services to schools in the short-term, as the outcomes of the Careers System Review are implemented. | November 2017 |
| International Student Wellbeing Strategy | Approval of funding package for wellbeing initiatives | November 2017 |
| PMs Excellence Awards | Decision to proceed | November 2017 |
| Strengthening Digital Technologies in the national curriculum | Ministerial announcement of the final new curriculum content | December 2017 |

## For discussion

| Name | Description | Milestone |
|---|---|---|
| **Vote Tertiary Education Section 19B Report for 2016/17** | This report on non-departmental appropriations is to be tabled in the House when it resumes. We published the report on 20 October alongside the Ministry Annual Report | October 2017 |
| **Tertiary Education Strategy** | To consider performance of current Tertiary Education Strategy and agree broad approach for developing a new strategy, including timing | November 2017 |
| | If working to deliver by end of 2018, seek Cabinet approval of engagement on next Tertiary Education Strategy | February-March 2018 |
| **Pay Equity** | To discuss these claims | November-December 2017 |
| **Education workforce strategy** | To discuss the development of the strategy | November-December 2017 |
| **Teacher supply initiatives (including Voluntary Bonding – refer to Cabinet papers)** | To discuss the range of initiatives and funding thereof | November-December 2017 |
| **Funding for Teach First** | To discuss | November 2017 |
| **Education Council** | Independent Financial Review report due | November 2017 |
| **Potential International Education Strategy** | Consider government approach to International Education Strategy, in context of public consultation in July-September 2017 | November 2017 |
| **Ministry 4 Year Plan (FYP)** | Provide feedback and endorse the Ministry's medium-term strategic direction for the 2018-22 FYP due to Treasury on 15 December 2017 | November-December 2017 |
| **Student Loan Scheme Annual Report** | The Annual Report is tabled in the House annually by convention | November-December 2017 |
| **Export Education Levy Annual Report** | The Annual Report is tabled in the House annually by legislative requirement | November-December 2017 |
| **Ngarimu VC and Maori Battalion Scholarship fund Board** | Table the annual report. Decide whether to attend and Chair the next Board meeting. | November 2017 |
| **School transport bus tender** | Confirm the strategic direction for school transport and levels of service that should be offered | December 2017 |
| **Legislative Programme** | Submit bids for 2018 Legislative Programme | January 2018 |
| **Crown entity letters of expectation** | Confirm | February 2018 |
| **Commonwealth Education Ministers Meeting in Fiji** | Confirm attendance. Takes place every three years. For the past two meetings a Ministry Senior Official has represented the Minister for Education. | February 2018 |
| **8th ISTP – International Summit on the Teaching Profession in Portugal** | Confirm attendance. The Minister of Education is invited to lead a delegation which also comprises two teaching union representatives and a teacher-leader. | March 2018 |

## Currently planned Cabinet papers

| Name | Description | Milestone |
|------|-------------|-----------|
| NCEA Review | Confirming the approach to the NCEA Review, to be completed by December 2018 | November 2017 |
| Voluntary Bonding Scheme | Cabinet paper extending the Voluntary Bonding Scheme (VBS) to all Auckland schools | November 2017 |
| Communities of Learning I Kāhui Ako Update | Update on the progress of implementing Communities of Learning | November 2017 |
| Northland Place-based Initiative, Kainga Ora: Proposed model for integrated service provision and investment | Progress of the place-based initiatives. The Minister of Education is responsible for the Northland Place-based Initiative. | November 2017 |
| Strengthening the focus on student progress and replacing the decile system | Developing a replacement to the decile system for school funding. This paper is expected to focus on the model of funding. | November 2017 |
| Planning and Reporting Regulations | Draft regulations required to implement the new school planning and reporting framework established by the Education (Update) Act 2017 | November 2017 |
| Mental Health | Decisions arising from the August Cabinet Paper on approaches to Mental Health investment | December 2017 |
| Quality Teaching: Initial Teacher Education | Next steps | December 2017 |
| Progress and Achievement Tools | Strengthening the focus on student progress including progress tools | December 2017 |
| ███████████ | ████████████████████████████████ | December 2017 |
| Auckland Growth Plan | Developing the Auckland Education Growth Plan. This paper will provide the business case for the next 10 years and outline the vision and objectives for Auckland over the next 30 years. | December 2017 |
| Operating Model | Cabinet Paper describing the Ministry operating model and the role and goal of the Ministry of Education within the education sector | December 2017 |
| Digital Strategy Business Case | Describing the business case for digital technology developments across the education sector | December 2017 |
| National Education Learning Priorities (NELP) | Cabinet Paper to outline the intended activity surrounding the development of NELP and the population-based education Strategies that will also need to be developed alongside, and with reference to NELP – Pasifika Education Plan and Ka Hikitia. | January 2018 |