2016 Education System Performance Improvement Framework

Education System Agencies’ Response to the Education System Stewardship Blueprint
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Education system agencies’ response to the Education System Stewardship Blueprint

This paper provides the education system agencies’ collective response to the Education System Stewardship Blueprint Report (the Blueprint).

The Blueprint has been reviewed and discussed by senior leaders across the agencies and by the agencies’ Chief Executives at the Education System Stewardship Forum (ESSF). The ESSF accept the Blueprint and endorse the direction it proposes, the way of working it suggests and the Ten Year Ambition and Four Year Performance Challenges.

This paper outlines the initial focus of our collective action to implement the Blueprint – the areas where we see the most need for, and the most potential impact of, a collaborative approach. We also describe how we intend to deliver these opportunities, the actions we will take, and further steps we will take to build the platform for ongoing collaboration – to work as one to deliver learner success.

The education system agencies responding to the Blueprint in this document are:
- Ministry of Education,
- Careers New Zealand,
- the Tertiary Education Commission,
- the New Zealand Qualifications Authority,
- the Education Review Office,
- Education New Zealand, and
- the Education Council (independent professional body).

The Education System PIF process has already improved collaborative working...

We recognise that only by working together more effectively will we help create the acceleration in student achievement and system performance we seek. As stewards, the seven 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 government get the most from the huge commitment in time, energy and resources they make in the system.

The seven agencies agreed to work together to adapt the Performance Improvement Framework (PIF) with a focus on our stewardship of the education system. This is a reflection of an increasing commitment to, and practice of, working together with shared aims and cross-agency teams and activities. It also represents our partnership with the State Services Commission (SSC) and an opportunity for the SSC to take the PIF methodology to the next stage. The ES PIF process has reinforced the mandate for collective action across the education system agencies and communicated it more widely across agency staff.

This work has been led by the Education System Stewardship Forum (the Chief Executives of the organisations) with support from the Minister of Education, the Minister for Tertiary Education, Skills and Employment and, where relevant, the organisation’s Boards. Prior to the ES PIF process, this collaborative leadership was enhanced by the establishment of CALYPSO, a regular meeting of the organisations’ full Leadership Teams. CALYPSO has delivered greater influence over the agencies’ wider leadership and more impact on day-to-day practice.
The shared process designed and led by the Lead Reviewers has helped take this collaboration to the next level. The co-construction approach used by the Lead Reviewers and the extent of staff engagement has built relationships, understanding and shared views across the education agencies’ leaders and staff. This has created a springboard; accelerating commitment and the ability to collaborate.

We will act on this, to step up our collective stewardship of the system. This requires strong and highly effective leadership throughout senior and middle management to build sustainability, resilience and connections across the agencies and across the education system as a whole. The ES PIF process and our collective leadership allow us to shape, define and respond to the future at a system level.

**The Blueprint reflects and extends our existing thinking and supports the Ministers’ Work Programmes...**

The workshops demonstrated the level of agreement across agencies on the issues facing the system and the opportunities to make a bigger difference to achievement. As a result, the Blueprint, which draws on the collective knowledge of the agencies and a small sample of our key customers and stakeholders, largely reflects and extends strategic thinking and development already underway.

The Lead Reviewers engaged with a small sample of learners and employers to inform their analysis. This further insight into the views of our customers has helped reinforce the importance of putting learners at the centre of all our work and at the centre of the system. Engagement with employers has made clearer the current and future opportunities facing learners and how the system can build the 21st Century skills learners need to be successful in a global economy. In addition, the collective engagement of all parties has reinforced the fact that we will not deliver the system we seek unless we deliver equitable educational outcomes for all learners.

The education system is large and complex, with many moving parts and two-way impacts on the social and economic systems. The Blueprint is also a comprehensive and multi-faceted document outlining many possible improvements to the system to generate more positive educational, social and economic outcomes.

We see the Blueprint as an excellent starting point for discussion across the agencies and with the other participants in the system – the professionals delivering education from early learning through to tertiary and workplace learning. We have drawn on the Blueprint to establish a set of initial priorities for action.

**The education system agencies endorse the Blueprint...**

We agree and will work to deliver the three characteristics of a high performing system identified in the Blueprint – the system:
- will deliver on its purpose – that every learner succeeds and New Zealand prospers through an education system that works for all
- ensures that the available information, talent and money are best used to meet the System's aims and challenges
- innovates and improves over time and evolves in a way that best meets these aims and challenges.
We will continue to re-orient the system around the learner, ensuring that life-long learners are at the centre, with their journey and outcomes strategically aligned across agencies. This will take time, but must be at the centre of all of our collective efforts. Only by achieving this re-orientation will the system deliver the Ten Year Ambition: A New Zealand education equips you to contribute locally and compete globally.

Achieving the Four Year Excellence Horizon will put the system on track to deliver the Ten Year Ambition. The key actions we will deliver over the next twelve months are the first steps to the Four Year Excellence Horizon: Our education system is recognised and valued for delivering equity and excellence of educational outcomes.

Agencies have prioritised early and concerted action from the Blueprint...

In response to the Blueprint, the agencies have carefully considered how, initially over the next couple of years, we can best act to collectively generate change and improvement. This paper outlines these priorities. It also outlines further steps we will take to build the platform for more effective collaboration and joint work.

The Blueprint identifies priorities to deliver in order to achieve the Ten Year Ambition. Following established good practice in strategy and implementation, we plan to focus on a smaller number of actions as the first steps in our joint action to deliver the Blueprint. This does not preclude taking further action to deliver on the Blueprint; we have simply identified those areas of work that we consider at this time:

- will have the greatest impact in delivering the Four Year Excellence Horizon and Ten Year Ambition, and
- have the greatest need for concerted action across the agencies.

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

1. Māori and Pasifika Learning and Success
2. Powering Up Learners, Parents, Communities and Employers to influence the quality and relevance of teaching and learning and lift achievement
3. Quality Teaching, Leadership and Assessment (a workforce and curriculum fit for purpose in an international and digital era)
4. Information Management and Technology.

These priorities are not new. They are strongly aligned with our Ministers’ priorities as reflected in the Tertiary Education Strategy and the Education Work Programme and consequently have significant agency work programmes in place. The added value this new approach will provide is to step up from our existing level of collaboration to working together as one on these priorities.

Each priority area is supported by a key system action. These key actions reflect some of the core drivers for addressing our four priorities and provide immediate opportunities for us to make the most of collaboration across agencies.

The four priorities complement and overlap one another. The fourth priority, Information Management and Technology, sits at the centre of the system work programme (see Figure 1 overleaf). We have identified that unlocking and providing system wide access to information on participation, performance and pathways is central to the achievement of this work programme.
To support collaboration we have identified some fundamental building blocks needed to help us work together as one for learner success:

A. Further strengthening our collective stewardship role to improve system performance
B. Establishing an innovative, integrated implementation model to enable staff and resources from across the agencies to jointly deliver
C. Developing 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.

These priorities must be mutually reinforcing and work together to deliver the best system outcomes. All of our work must support equitable achievement for Māori and Pasifika who are significantly over-represented in the group for whom the system fails to deliver. The system must be flexible and inclusive to work for all.

The next four sections outline our priorities for joint action in more detail. Each section includes the key system action and a high level summary of other actions to be taken.
1. **Accelerating Māori and Pasifika achievement is fundamental to system performance...**

Our key collective action will be to:

- 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.

Our education system is effective for most children and young people, but there is more to be done. Over many years, the New Zealand education system has been characterised by high levels of disparity. Our top students are doing as well as students anywhere in the world but there is a big gap between our top performing students and those who aren't doing well. Māori and Pasifika children and young people are significantly over-represented in the group for whom the system fails to deliver.

There is a great deal of work already underway across the agencies but the work is not effectively integrated to maximise impact and efficiency, nor consistently monitored and evaluated for impact. The scale and nature of this issue requires concerted, consistent and vigorous action from all of the agencies, together with students, parents, communities, employers and education professionals – working together as one.

We have seen some success in this area through the combination of the Better Public Service (BPS) Result Areas with the Tertiary Education Strategy, Ka Hikitia, the Māori Education Strategy, and the Pasifika Education Plan delivering significant gains in Māori and Pasifika ECE participation and NCEA achievement. This has been achieved through a collective focus on these parts of the system, strong accountability and clear objectives delivered (mainly through) sector partners and community groups. The introduction of ERO’s Accelerating Student Achievement: Māori approach to reviews and growing internal review capability will make a difference in schools and over time in ECE.

The Tertiary Education Strategy, Ka Hikitia and the Pasifika Education Plan are well established and recognised by all agencies and, in large measure, by education professionals working across the system. They set a clear direction of travel and are based on good evidence. However, despite lifts in ECE participation and NCEA and tertiary achievement, the full impact has not been realised across the whole system and at every age level. Disparity is generally falling, but not as rapidly as we would like. Stepping up our system stewardship through the Blueprint will provide a stronger platform for agencies to work together to accelerate Māori and Pasifika achievement.

To achieve equity of educational outcomes for Māori and Pasifika, we will need to establish an integrated, evidence-based implementation approach that takes a learner centred focus to educational pathways backed with strong system stewardship and governance. This approach will require us to work together in new ways. The importance of developing a new implementation model to enable staff and resources from across the agencies to jointly deliver is covered in more detail later, but is particularly important for this priority.

We have prioritised educational pathways for our collective action, with a focus on youth at risk of achieving no or low qualifications. This approach provides us with an immediate cohort of youth to help (building on the success of lifting NCEA and tertiary achievement) and a way to identify those parts and/ or pathways in the system failing this group of learners, enabling agencies to make systemic changes for future cohorts. A key part of supporting youth at risk of achieving only low or no qualifications into educational (and
employment) pathways will be empowering them and their whānau/ families with information and advice to raise quality and connections from early childhood through to tertiary.

While Māori and Pasifika learner success and achievement is a specific priority area, this priority cuts across all priorities and building blocks. For example, there is more work to be done to develop an end to end shared evidence base (including data and information) on system performance and participation for Māori and Pasifika learners. ERO’s new review methodology, with a focus on Māori achievement, will provide more information about system performance for Māori learners and others for whom the system is not performing well. This links to the fourth priority for joint action – *Information Management and Technology*.

2. **We will power up learners’, parents’, communities’ and employers’ influence over the quality, and relevance of the system and over their children’s learning**

Our key collective action will be to:

- Establish an on-line education system learner and parent hub to provide pragmatic information, advice and issues resolution across the agencies. This may include an education helpline, a common complaints process and agreeing on one learner and parent portal for education.

Parents are key to our system – the evidence shows that they and other caregivers have huge influence over learners’ achievement. Their role adapts over time. Prior to any involvement in formal education, they are children’s first educators. They play a significant role in early learning which is to a large extent parent-led or supported, and they continue to support learning alongside their child and educator through schooling and into tertiary education.

The learner’s independence and self-direction in the system grows from early childhood education right through to tertiary and workplace education. Parents and whānau initially make the key decisions about learning direction, provider choice etc. Later, learners take an increasingly independent role in leading their learning journey.

Throughout the learning journey, parents and whānau have a support and quality control role:

- as customers, they can create the demand for quality and keep the system honest and effective
- as parents, they facilitate and support learning, by creating the right home attitude to, and environment for, learning and by investing their own time and resources in their children’s education
- as School Board Members and volunteers they govern much of the system and enable it to function at its best

Education providers generally recognise the importance of parents and whānau in learning, and many work hard to provide opportunities for parental input – but not enough achieve highly effective engagement. The agencies too have little direct engagement with parents and in general have relied on a relatively passive provision of information to parents.

We recognise parents are not an homogenous group and we will need to develop a differentiated approach to how we best support learners through their parents and their families/ whānau.
There are pockets of good work – such as TEC’s work with learners to ensure they have the information they need to make the best choices of provider or course. There are also examples of good inter-agency action such as NCEA & the Whānau and NCEA ma le Pasifika, led by NZQA and jointly delivered with Careers New Zealand and the Ministry. These two programmes help Māori and Pasifika parents and communities to support the NCEA achievement of the young people in their families and communities. ERO’s published reviews provide parents and others with insights and information to help them demand high quality education for their children, along with advice about what questions parents should be asking of their ECE provider or school. The Ministry has specific programmes to support parent and whānau engagement such as our Parents, Families and Whānau function, Pasifika Power Up and Count Me In. However, powering up parents has not been seen as agencies’ core business.

In recognition of the step up required, the Ministry has established a new Group and Deputy Secretary role to provide leadership of this area. But the Ministry cannot achieve this alone. The step up can only be successfully achieved collectively across the agencies and in conjunction with other social sector agencies.

Collectively we will significantly increase our focus on supporting learners, parents, communities, and employers to enable them to be better informed, more discerning and self-determining about the active role they play in raising achievement within and across the education system. We will provide ready access to pragmatic, high-quality information via a range of platforms, such as education.govt.nz.

We will also be proactive in our engagement with learners, parents, whānau, and communities that have the most to gain. We need clearer channels for them to have a voice to allow us to recognise the areas of the system that need attention. The easier it is to raise concerns about learning needs, the earlier they can be addressed, the better the collaboration between school and home, and the better the outcomes for the learner. Swift resolution of issues ultimately helps us keep kids in the system.

At the same time we need to ensure that the aims of education are linked in with the requirements of a modern workforce. We can do this by creating channels that provide employers with a go-to site to find out what’s going on in education and programmes that build awareness of the needs of industry and opportunities to collaborate, for example in-work training. So, we will also work with employer groups to identify what education information they want and how and where they would like to receive it.

3. We need an education system workforce and curricula fit for purpose in an international and digital era...

Our key collective action will be to:

- Improve the quality of teaching and leadership across the system and address areas of emerging pressure in the workforce.

The New Zealand education system in its current form was designed for an earlier world. We must evolve our teaching practice, leadership capability, the learning tools we use and the means of their use to meet the rapidly changing needs of today and the future. Employers have told us they want employees who are work ready and able to operate effectively in a rapidly changing environment. Education has a role in building 21st Century skills learners need to be successful in a global economy.
The quality of teaching and leadership is fundamental to the success of the system (from ECE through to tertiary) and is a priority for Ministers and education agencies. This is an opportunity to harness the power of the system to give effect to this priority. We will work together to attract the best to teaching and provide them with the initial training, professional development, tools, legislative and support framework and the best environment for them to succeed with all learners. All of this contributes to the ability of the education workforce to deliver excellence to meet the needs of individual learners at all stages of their education journey.

We have started working together on a Teaching Workforce Strategy (focusing initially on the schooling workforce) considering our labour market data and needs, and identifying the stewardship role in our devolved system and the best opportunities to make a difference. We also have a considerable programme of work spanning areas such as teaching and learning policy, leadership, professional development, self-review and industrial relations (primarily in schooling). In addition, the Ministry’s Education Infrastructure Service has taken on more direct responsibility for infrastructure management, enabling principals and Boards to focus more on achievement. We will now develop this work as a shared work programme, maximising our impact and getting clear the roles and responsibilities we all play.

Central to this strategy is the quality of our Initial Teacher Education and support for teachers starting out in the profession. We need to equip our teachers with the right skills and provide opportunities for professional development to ensure the right settings are in place to support learner success.

To support this we need a shared leadership strategy for the education sector workforce. Leadership in the education system is highly distributed in early childhood centres and service management, school principals and management teams, tertiary education institution managers and the various kinds of governance in the system. We need to ensure the system settings and, in the compulsory sector, the interventions, information and support provided continuously build leadership capability. This could involve taking a talent management approach to leadership, developing career pathways for pedagogical leadership from ECE to tertiary and recognising and rewarding sector leadership from ECE to tertiary.

Digital technologies in modern societies has for the first time opened up the opportunity to adopt learner-centric pedagogies at scale, underpinned by smart tools, rich data and powerful analytics. This presents the opportunity for a fundamental shift from a system with organisations at the centre to a system with the learner at the centre. New technologies provide the means to adapt the education system to fit the learner’s needs, collapsing traditional boundaries to create an integrated, seamless system.

The fundamentals of what constitutes high quality teaching have not necessarily changed, but the means of delivery are rapidly changing. We will work together to enable educators to make the most of new digital tools and methods of supporting learner-centred learning. This will build on existing work including the cross agency Education System Digital Strategy, NZQA's work to put NCEA and assessment online, and the sharing of online curriculum resources such as Te Kete Ipurangi (TKI), the Network for Learning's POND and Te Kura's online teaching and learning environment.

We will also continually assess our three formal curricula – Te Whāriki – the Early Childhood Curriculum, The New Zealand Curriculum and Te Marautanga o Aotearoa – the Māori medium Curriculum, to ensure they remain high quality and fit for purpose.
4. The system’s information management and technology needs to provide access to data and knowledge that improves decisions and action...

Our key collective action will be to:

- Align or consolidate our data systems, tools and our support and analytical capability, to improve access and decision-making for all. This may extend to the education agencies consolidating some systems with social sector agencies.

The education system creates enormous quantities of data, but as a system, we do not always turn this data into usable knowledge to inform our decisions, our action and our investment. Nor have we ensured that this knowledge is available to all of those in the system in a form they can use, whether they are learners, parents, employers, teachers, education leaders or agency staff.

The system’s data and analytical capability is an essential element that must be in place as part of our first steps if we are to capitalise on the opportunities provided by enhanced collaboration. We have developed and agreed a system level Education System Digital Strategy – now we need to work together in new and innovative ways to make it happen, to build on it and to maximise our impact across the system for achievement and for efficiency.

Agencies increasingly use data and information to target their services to where it will have the greatest effect on raising achievement in early learning, schooling and tertiary education. But this data needs to be accessible by everyone on their desktop or even their phone. A digitally enabled system will turn that data into knowledge at the fingertips of those in the system: learners, teachers, principals and education agencies that support learning. We need to streamline the information we collect, collate it at the centre and think more strategically about how we make that information more accessible for those in the education system.

This is about bringing together our efforts, our people, teams and products to make our data more accessible, efficient and relevant. The first step is to ensure our data is consistently available through making our systems talk to each other better, or combining our cleaned data into single systems managed on behalf of the system as a whole. The next step is the analytical capability required to turn this raw data into knowledge. We will seek to connect this capability to provide a centre of excellence for the whole system that can be benchmarked internationally as world leading.

The system’s rich data is an asset, but we should not think of that data as owned and controlled by the agencies. We will seek opportunities to make this data available, to third parties and the private sector so they can create innovative tools and apps that provide the data in forms usable to those in the system. We must do this in a way that retains the security of the data and appropriately protects privacy. This is about getting the data to where it can be most effective. Think of phone apps – Apple manage their app store, but they don’t develop all the apps themselves. By opening up this opportunity, innovation can thrive.

Increasingly this knowledge is valuable across the social sector to improve the targeting of social and education support more effectively and earlier in the life of the child or the life of the problem and to assess the impact of the investments we make. As we seek to connect across the education system we will look more widely to maximise the efficiencies and opportunities presented in this wider social sector area.
The opportunities presented are enormous:

- the establishment of simple, accessible tools to enable data to drive decision-making for the learner, in the classroom, in the workforce and in the agencies. This would power up our evidence and knowledge based decision making
- the efficient and effective administration of the education system and the development of common agency technology and shared services
- a single source of the truth, reducing data confusion and complexity and a shared analytics capability to turn the raw materials of data into knowledge that can inform decisions
- a teaching workforce powered up by access and supported by common, simple services, from registration to professional development
- learners, particularly those at most risk, receiving the right education, health and disability and social services at the right time.

Smart tools and common IT systems make delivering service improvements and implementing policy changes simpler and less expensive than they used to be, freeing up investment to improve outcomes for students and educators.

**We will establish key building blocks to make working as one as easy as working separately...**

The four areas identified by the agencies for priority focus are not new. The added value this work programme will provide is a deliberate focus on how we work together as a system, to get further traction and progress across these priorities. This is not just joint decision-making but joint delivery initially focused on these priority areas and over time shifting to a business as usual approach to system level activity.

The education system agencies have distinct roles and responsibilities and these need to be reinforced and retained. But we also have joint responsibilities and will deliver system improvement and accelerate learner achievement much more effectively when we agree joint goals and deliver against them as a collective, playing our part, but playing it together.

This will maximise our system stewardship and help improve the performance of the system as a whole and the extent to which it meets learners’, our society’s and our economy’s needs.

To make this a reality we have identified some key building blocks which are required to make working as one as easy as working separately.

**A. Our collective system stewardship has to improve in order to generate better outcomes across the system....**

Our collective actions will be to:

- Develop and tell our shared education story that sets out our vision, explains our priorities, outlines how we will work together and explores how the system will work better for our learners in future.

- Quickly establish a high impact high visibility flagship project (for example, provide learners with their progressive record of learning from ECE to tertiary) to demonstrate
our ability to work together across agencies and with learners, parents, teachers and the private sector with wide benefits.

The education agencies collectively provide the stewardship of the education system. We design it, support it, fund it, review it and enable it to function. We don’t teach but we are crucial to teaching and learning. We do influence the way the system works and the millions of decisions made within the system day in and day out.

To create a step change in our ability to fulfil this function, we will work together in a much more planned, coherent way. The many aspects to delivering this will be led by the Education System Stewardship Forum.

The system is designed to provide high levels of independence to individual providers and to individual teachers. 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 and to ensure the participants within it are well informed and use this knowledge to make better decisions.

Generating improvement in any system, with the number of diverse and independent participants there are in the education system requires excellent communication to generate understanding, motivate changes in behaviour and provide clarity on the direction of travel. This is the case within our agencies as well as across the system.

A key tool is the development and promulgation of a shared and compelling story of the education system. The story will clarify where we see the greatest system strengths and needs and how we intend to make a difference, the goals of our work and how we work together. The story will also identify the roles that different participants, from learners and parents to the agencies involved, play in achievement and system performance.

There are some examples of work focused at the system level, but they are not as ambitious as this and generally they tend to be products of the Ministry of Education, reflecting its system-wide role. One example is the 2014 suite of Briefings for Incoming Ministers – in particular the system-focused Aspiration and Achievement.

We will jointly develop and share the promulgation of an education system story to improve understanding, enhance alignment and inspire joint action across the agencies and the system on our shared goals.

B. We will only succeed with a new approach to shared implementation...

Our collective actions will be to:

- Establish service design and implementation projects for each of the four priority areas.

- Expand and embed a joint Education System Stewardship Work Programme through this new way of working.

- Use the Education System Stewardship Work Programme to promote shared leadership and talent management across agencies through the Education Career Board.

We propose to identify experimental and innovative ways to work together to deliver against our shared priorities. We will adopt elements of co-design and rapid cycle change – working
together with service users, learning fast and rapidly adopting more widely what is working and adapting or dropping what is not. This requires good leadership and a willingness to take risks and see false starts as an inevitable outcome of innovation and prototyping, not as failure.

We will expand and embed a joint Education System Stewardship Work Programme and use this to promote shared leadership and talent management across our agencies.

C. We will join up our approaches to planning and performance measurement...

Our collective actions will be to:

- Develop and agree a shared system strategic framework across all the agencies and in so doing we will also agree the key performance measures for the four priority areas (and for system outcomes).

- Develop our next Four Year Plans and strategies together and share information more efficiently and effectively to enable the system to deliver on challenging but realistic targets – looking out to 2020 and beyond. This will include taking opportunities through the Budget process to move to a more flexible appropriation structure for system agencies.

We will progressively align our planning processes to establish a more coherent approach to planning our future priorities and reporting on system performance and individual agency’s contribution. This gives us the opportunity to build the Four Year Excellence Horizon and Ten Year Ambition into all of our long term planning and to be clear and transparent in our public accountability documents about what we are intending, the roles and responsibilities we each have in delivering our goals and how well we are doing.

This starts with establishing a single agreed strategic direction and framework within which we can align our individual planning processes. An agreed outcomes framework will ensure we are working towards the same impact for learners and can be clearer about the contribution that our agencies and our action is intended to deliver and how well we are doing.

Our collective experience of the BPS has reinforced the value of having clear established targets to drive and extend our practices. It will be important to agree key performance measures for the four priorities of the Education System Stewardship Work Programme to track our progress. We will also extend these measures to include tracking our progress on how we are giving effect to working together more effectively across the system as stewards.

We will maintain momentum and pick up the pace...

We will implement the Education System Stewardship Work Programme. This will provide a strong platform, building momentum and helping us to learn more about what we can do differently together at the system level to gain traction across all four priorities.

We will collectively, and where appropriate separately, maintain momentum in relation to Māori and Pasifika Learning and Success and Quality Leadership, Teaching and Assessment, We will continue to review progress on these priorities so that we can adjust the programme to meet our objectives.
We will lift the pace on the other two priorities- *Powering Up Learners, Parents, Communities and Employers* is core to the education agencies taking a customer centric view of the system and *Information Management and Technology* is the key enabler for all of the priorities. Making information and data more accessible, efficient and relevant supports *Powering Up Learners, Parents, Communities and Employers* ensuring stakeholders have more influence, understanding and impact in education.

The next step is to develop a 12 month work programme for these two priorities.