



Education Report: Education Workforce Strategy Update

To:	Hon Chris Hipkins, Minister of Education		
Date:	29 March 2019	Priority:	Low
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Purpose of Report

The purpose of this paper is to:

- Update you on progress made on the Education Workforce Strategy, in partnership with the sector; and
- To seek your agreement on wide release of the education workforce vision document (Annex A) by the English Medium sector working group members (Annex B) to their constituents for information.

Summary

1. The Education Workforce Strategy is being developed as two parallel streams – one for Māori Medium education workforce and one for English Medium education workforce, each with its own sector group. The groups have overlapping membership and the progress made in each informs the work of the other.
2. Both groups, as outlined at Annex B, have been participating in a series of facilitated workshops and hui to develop the vision, strategic outcomes and key shifts required, to deliver a comprehensive and future-focused workforce strategy.
3. The Māori Medium Education Workforce Group is focused on Rāngai Māori only (loosely mapped to level 1 Māori immersion education). Immersion levels 2 to 5 are covered within the English Medium stream.
4. The EWSG and Rāngai Māori Group have co-designed and unanimously agreed visions for their two parallel workforce streams needed by 2032:
 - The vision for Rāngai Māori is:
 - **Ka tū te tamaiti hei raukura mō tōna whānau me tōna iwi. Rāngai Māori learners will be the very best they can be for their whānau and iwi. They are served by the people and systems they need, when they need them.**

- The vision for English Medium is:
 - **By 2032 Aotearoa New Zealand will have a strong, culturally competent, education workforce that drives a world leading, learner-focused education system.**
- 5. The EWSG has co-designed a comprehensive joint vision (Annex A) setting out the transformation of the English Medium education workforce needed for 2032. The vision will be released by EWSG members to their constituents for information once agreed for release by you.
- 6. The draft key transformational shifts (from current to future state) for the English Medium education workforce, outlined at Annex C, have been developed by the EWSG as work in progress and will be confirmed at the next EWSG workshop on 10 April. These shifts are provided for information and a more developed version will be discussed with you at the 8 May strategy session.
- 7. The Rāngai Māori Workforce Group has also agreed a specific goal of **30 percent of Māori learners to be in Rāngai Māori education by 2032** and they will confirm the key workforce transformational shifts that will help deliver this in April. The outcomes of this work will be discussed with you at the 8 May strategy session.
- 8. The Ministry, Rāngai Māori Workforce Group, and the EWSG are now considering the specific workforce system interventions necessary to achieve the strategic objectives and vision. These will be included in the final Education Workforce Strategy (due to Cabinet by July 2019), and Implementation Plan (due September 2019).
- 9. Next steps in the Education Workforce Strategy's development include designing the broad future teacher/kaiako role and the other key education workforce roles that support a sustainable workforce system for the provision of learning for learners and their whānau. This will include the future teacher and learner support roles and the provision of business administration support.
- 10. Good progress has been made on more immediate deliverables for the workforce system in workforce strategy streams of: the Education Professionals Wellbeing Framework, Taskforce on Reducing Compliance, information around the Education Workforce, Initial Teacher Education, and Scholarships Review.
- 11. The short to medium term work programme for teacher supply is focused on ensuring that there are enough teachers to support demand in the next 1-3 years.
- 12. Key workforce strategy transformational initiatives will focus on increasing the number of domestic Initial Teacher Education (ITE) trainees to grow the number of qualified New Zealand teachers over the next 3-5 years.
- 13. At the 8 May strategy session we will discuss with you the specific workforce system interventions necessary to achieve the strategy vision and objectives, the key transformational shifts by 2032 and the proposed workforce roles for both English Medium and Rāngai Māori.

Recommended Actions

- **Note** the progress made on the development of the Education Workforce Strategy alongside immediate efforts to improve teacher supply.
- **Note** that the Strategy is being developed through the Education Workforce Strategy Governance Group (EWSG) and the Rāngai Māori (Māori Medium) Education Workforce Group.
- **Note** that the members of the EWSG have co-designed and developed a joint vision for the English Medium education workforce for 2032 (Annex A).

- **Note** that the Rāngai Māori (Māori Medium) Group has developed a vision and goals for the Rāngai Māori education workforce that will be developed further at their workshop on 3 April.
- **Note** that next steps for the development of the Strategy includes the design of roles for: teacher/kaiako, teacher support, learner support, and the business and administration support roles required.
- **Note** that a Ministerial strategy session planned on 8 May 2019 will provide an opportunity to discuss the next steps for the development of the Strategy and the proposed workforce transformational shifts by 2032.
- **Agree** that the English Medium education workforce vision document (Annex A) be released widely by EWSG members to their constituents for information.

Agree / Disagree

- **Agree** to provide the report to all your Associate Education Ministers.

Agree / Disagree

- **Agree** that this briefing note will be proactively released.

Agree / Disagree



Ellen MacGregor-Reid
Deputy Secretary
Early Learning and Student Achievement

29/3/19



Hon Chris Hipkins
Minister of Education

30/4/19

Background

1. This paper provides an update on the progress and development of the Education Workforce Strategy and the next steps required.
2. In May 2018 Cabinet agreed to the scope and approach for developing a comprehensive learner-centred, future-focused Education Workforce Strategy in partnership with the sector [CAB-18-MIN-0165 refers]. The Strategy will be comprehensive in scope, including the wider workforce across early learning, primary and secondary education, the learning support workforce, both Māori Medium and English Medium, and with a focus on Māori language learning in all settings. In developing the Strategy we are working with the profession to:
 - a. ensure that we attract, recruit, retain and develop the diverse, skilled and motivated teachers, leaders, and specialists needed for all learners to achieve success
 - b. support high quality teaching and leadership that address the concerns with knowledge, attitudes and practices that are associated with inequities in our system for Māori and Pacific learners, children and young people from low socio- economic backgrounds, and those with learning support needs, and
 - c. understand the unique differences in requirements and approach across Māori-medium and English-medium settings.
3. The Education Workforce Strategy Governance Group (EWSG) was formed in July 2018 and represents the education sector peak bodies from early learning to the end of secondary schooling. Membership includes NZEI and PPTA and also reflects the range of learners in the system including Māori, Pacific, and those with learning needs. The EWSG is led by the Secretary for Education (Annex B refers).
4. Strong progress has been made on the Cabinet directive to co-design the Strategy in partnership with the education sector. The Strategy is being developed as two parallel streams – one for English Medium, and one for Māori Medium. The EWSG has established a second workforce group to progress the Māori Medium stream in close collaboration. Progress with the Rāngai Māori Education Workforce Group is outlined below and will be discussed with you at the 8 May strategy session.
5. EWSG supported by the Ministry's workforce strategy team have worked to ensure that the development of the workforce strategy is strongly tied into and informed by all the component streams of the Education Work Programme including the Tomorrow's Schools Review, the Early Learning Strategic Plan and the Learning Support Action Plan. This ensures that there is strong alignment between these streams and the development of the workforce strategy.

Rāngai Māori Education Workforce Stream

6. In forming the Rāngai Māori Workforce Group, the major Māori Medium providers are working together to produce a set of education workforce outcomes for Rāngai Māori.
7. The Rāngai Māori Group felt the current definitions of Māori immersion education/Māori Medium did not express how the workforce strategy would reflect and recognise the special characteristics of total Māori immersion and the journey of ākonga.
8. For the Education Workforce Strategy, the group agreed the terminology set out in Table One below, and confirmed the parallel stream would focus on Rāngai Māori only. Rāngai Aunoa will be covered in the English Medium stream.

Table One - Rāngai Māori terminology

Term	Scope
Rāngai Māori	<ul style="list-style-type: none"> • Total Māori language immersion. • Includes kura and individual units within schools and kura that provide more than 81 percent of learning in Māori language immersion (could be roughly mapped to Level 1 immersion). • Rāngai Māori has two distinct groups: <ul style="list-style-type: none"> - <i>Kura Kaupapa Māori Aho Matua</i> - offering a unique, distinct and totally indigenous education option; and - <i>Kura a Iwi</i> – other school types that operate level 1 Māori immersion.
Rāngai Aunoa	<ul style="list-style-type: none"> • Everything else that is not total Māori language immersion. • Rāngai Aunoa will be covered in the English Medium workforce strategy. • Rāngai Aunoa has two distinct sub-groups, Autahi, and Aurua: <ul style="list-style-type: none"> - <i>Rāngai Aunoa Autahi</i>: Māori language learning – roughly mapped to current levels 2-5 of Māori language immersion. Learners receive some learning in or through Māori language. - <i>Rāngai Aunoa Aurua</i>: Māori in education – including the workforce who identify as Māori (regardless of what of where they are teaching / working), and Māori learners in English Medium who are not learning in or through the Māori language.

9. Between August 2018 and February 2019 the Rāngai Māori Workforce Group has participated in a series of facilitated wānanga to create a collective vision for the Rāngai Māori education workforce, set an aspirational goal, and set objectives. They have consulted widely with their constituents in the development of this work. These are described as:

Ka tū te tamaiti hei raukura mō tōna whānau me tōna iwi

Rāngai Māori learners will be the very best they can be for their whānau and iwi. They are served by the people and systems they need, when they need them.

The goal is for **30 percent of Māori learners to be in Rāngai Māori education by 2032.**

To achieve a capable, portable, and authentic workforce, the strategic objectives are for the workforce to be **connected**, and **supported**.

10. The Rāngai Māori Workforce Group has discussed the challenges facing the sector and are now developing both the essential capabilities required and the key workforce transformational shifts needed in the future Rāngai Māori education workforce. They have identified the workforce factors that contribute to high performing Rāngai Māori education and articulated aspirations for Rāngai Māori and Māori language.
11. The Rāngai Māori Workforce Group has also identified the broader education system settings, outside of the scope of the Strategy, that will impact our ability to achieve the strategic direction, including (but not limited to) funding, infrastructure and network provision, impact of the Education Work Programme activities, and Treaty of Waitangi claims. These have potentially significant impact and are the subject of further consideration by the Ministry e.g. Wai 2336 Matua Rautia Report on the Kōhanga Reo claim.
12. Approximately 10 percent of Māori learners are currently in Māori Medium immersion levels one to two. The Māori population aged five to 18 years is projected to increase by 22 percentage points by 2032, compared to just eight percentage points in the total population of the same age.
13. The Rāngai Māori Workforce Group has considered the workforce implications of projected population growth, and of the aspirational goal of 30 percent of Māori learners being in Rāngai Māori education by 2032. Further analysis is required to fully understand the total resourcing implications. s 9(2)(f)(iv); s 9(2)(j)
s 9(2)(f)(iv); s 9(2)(j)

14. The Rāngai Māori Workforce Group is progressing this work in April. The outcomes of this work will be discussed with you at the 8 May strategy session.

English Medium Education Workforce Stream

15. The EWSG members have co-designed and unanimously agreed a proposed joint vision and strategic objectives for the English Medium education workforce for 2032. This sector ownership of a joint vision will go a long way to enabling the necessary leadership required to implement the Strategy effectively across the education sector. This vision provides the foundation for the development of the English Medium education workforce stream within the Strategy and is provided to you at Annex A.
16. Once seen by you, it is intended to share the vision document at Annex A across the education sector through EWSG members sharing with their constituencies for information.
17. The vision statement and strategic objectives agreed are:

By 2032 Aotearoa New Zealand will have a strong, culturally competent, education workforce that drives a world leading, learner-focused education system

The objectives are:

The workforce is capable – culturally competent and fit for purpose with the right leadership, training, experience and development to deliver quality learning outcomes.

The workforce is valued and connected – wellbeing is improved, relationships are enhanced, and the status of the workforce is raised. The workforce is engaged, motivated, and willing to support all learners to succeed.

The workforce is supported – workforce systems are managed and applied effectively, efficiently and sustainably to ensure the workforce is sufficient, with the right mix of roles, to deliver learning outcomes.

18. The EWSG has also considered the key shifts they consider are required to transform the education workforce by 2032. These are outlined in draft at Annex C and will be confirmed at the next EWSG workshop on 10 April. These proposed shifts will form a key part of the discussion at the strategy session with you on 8 May.
19. The EWSG has stressed that to achieve the future education workforce vision, the workforce will need to fully understand and embody The Treaty of Waitangi | Te Tiriti o Waitangi, including having understanding of te reo and Te Ao Māori. The workforce will need to embrace the rich diversity of learner abilities, needs, language, identity, and culture.
20. The EWSG has embraced the term 'ako' to describe the concept of teachers and students learning together, teacher-teacher learning, and teacher-whānau-community learning.
21. The EWSG has been clear that current workforce systems require transformational change, with barriers removed for teacher training and development, and similar barriers removed for other workforce roles.
22. There is a need to develop multiple attractive pathways for entry to the workforce, and to develop alternate ways to train the workforce. Pedagogical leadership will be enhanced, and professional development strengthened for all roles. A more diverse skill base is required in the future, particularly to meet the needs of learners with additional needs.
23. The EWSG has asked the Ministry's workforce strategy development team to develop thinking for their consideration in areas such as:

- a. Confirming the mix of roles required in the future workforce – by defining the unique role of teacher, teacher and learner support, and business and administrative provision that ultimately support the delivery of learning.
- b. Potential changes in the content and delivery of teacher training – e.g. development of new Māori Medium programmes, and employment based training options, inclusion of te reo and tikanga Māori cultural competence, and evolution of digital literacy in ITE curriculum.
- c. Strengthening professional learning and development in existing teachers – e.g. prioritising cultural competence programmes, simplifying processes to access effective and relevant professional development, simplifying accreditation process for providers, and monitoring return on investment.
- d. Development of career pathways for all roles in the education workforce, which are linked to training, qualifications, and professional development.
- e. Development of training, qualifications, and professional development for all roles in the workforce (not just for teachers).
- f. Initiatives to strengthen whanau, iwi, and community relationships.
- g. Development of an education workforce data and analysis strategy that will plan to improve data, analysis, and ultimately improve the Ministry's decision making about the workforce.
- h. Supporting the workforce to identify and include innovative digital and augmented programmes where they add value to learning and learning support.

Progress on other strategy work streams

Reducing Compliance

24. Joint Taskforce on Reducing Compliance met in February 2019 and confirmed the shortlist of the opportunities to streamline administration processes. These opportunities were identified following workshops with schools in late 2018. The Taskforce has now moved into its second phase in which plans will be developed for the most significant of these opportunities. This involves working with education agencies to support them to identify how administration processes can be improved to free up time to be given back to the sector. These plans are expected to be completed by end April.
25. The taskforce will also oversee the design of a workshop for schools which will raise interest and awareness of the benefits of improved administrative process efficiency. This workshop will provide those attending with practical tools and process improvement approaches for school leaders to identify, baseline and streamline processes in their own school. Sector representatives of the Taskforce have strongly supported and welcomed the Taskforce's high engagement approach.

Workforce Wellbeing

26. We have previously briefed you on the Education Professionals' Wellbeing Framework [METIS 1129104 refers]. The Framework aims to better support teachers and principals with workloads, as well to raise awareness of wellbeing resources. Release of the Framework has been delayed at the request of our sector partners to allow the implementation approach to be agreed. We are working with a newly expanded subgroup of the ESWG, including the NZEI, PPTA NZPF, SPANZ, and NZSTA, on this approach.

Teacher Supply

27. The short to medium term work programme for teacher supply [METIS 1177842 refers] will focus on ensuring that there are enough teachers to support demand in the next 1-3 years, whilst at the same time increasing ITE numbers to grow the number

of qualified New Zealand teachers over the next 3-5 years through the current \$40 million investment in teacher supply initiatives.

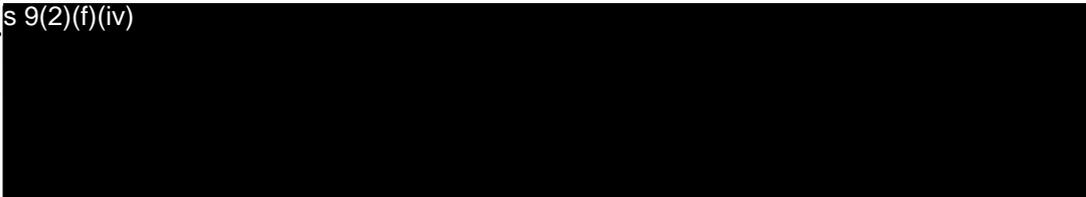
Education Workforce Data

28. We have previously briefed you on improvements to workforce database and methodology, the 2018 teacher workforce and teacher movement (in and out of the workforce) data, and the recently updated national primary and secondary teacher workforce quarterly dashboards [METIS 1178053 refers]. Improved workforce data will be central to the evidence base that underpins the strategy.
29. We are continuing to develop our information regarding the education workforce and the Ministry's Teacher Demand and Supply Planning tool projections will be revised in May 2019, to improve our projections and inform our view of whether the long term supply-demand balance has improved. This will explore ways to demonstrate the aggregate impact that recent teacher supply initiatives have had on our long term supply projections.
30. We are undertaking an initial analysis of secondary school timetable subject data, obtained through a pilot exercise with a number of volunteer schools. This pilot explores the analytical value of school level timetabling with a view to informing our understanding and decision making around the supply of secondary school teachers by subject area.
31. We are also developing our understanding of the early learning workforce through census, Early Learning Information and the Statistics New Zealand Integrated Data Infrastructure.

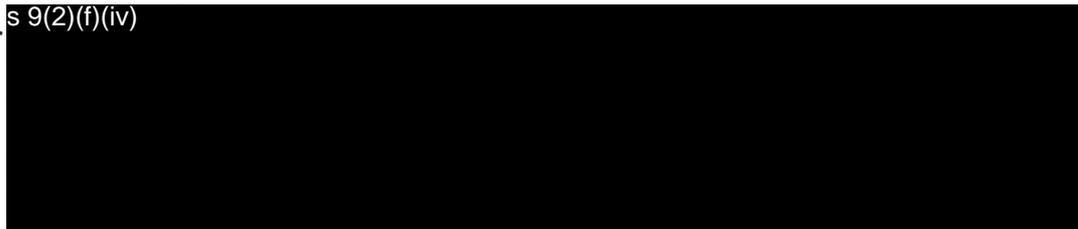
Initial Teacher Education

32. Graduates from ITE programmes are one of the flows of teachers into the teaching workforce, alongside New Zealand-trained returning teachers and overseas-trained teachers. The projected teacher shortage could be addressed by increasing the number of ITE graduates and overseas-trained teachers entering the system. Current modelling finds that there are more returning teachers entering into schooling than overseas-trained teachers and newly graduated New Zealand-trained teachers.
33. We recognise that enrolments in ITE programmes depend on both student demand and provider supply. We know that clear Government priorities and active signalling also play a role and we are now actively marketing teaching as a desirable profession. Universities and other ITE providers can actively encourage student demand, including by promoting and marketing their graduate and postgraduate ITE programmes to their existing undergraduate students.

34. s 9(2)(f)(iv)



35. s 9(2)(f)(iv)



Scholarships

36. We have recently reviewed the TeachNZ Scholarship programme and made some administrative and organisational changes in response to the findings of the review.
37. These changes include:
- a. Improving accessibility and uptake of the scholarships by opening all scholarships for three rounds (previously each scholarship opened for only one round).
 - i. For the current 2019 TeachNZ Scholarships, we have 465 scholarships available. We have run two rounds so far, received a total of 661 applications and awarded 345 scholarships. We expect to be able to award the remaining 120 in round three which opens in May.
 - ii. In 2018 we had 465 scholarships available, received a total of 615 applications and awarded 348.
 - iii. In 2017 we had 465 scholarships available, received 527 applications and awarded 316.
 - b. Streamlining the application process by implementing an online application form option and making the application form and process more culturally intelligent.
 - c. Improving promotion of the scholarships by including community-based face-to-face campaigns to better reach Māori and Pacific groups.

Next steps

38. The Rāngai Māori Workforce Group, EWSG and the Ministry's workforce strategy development team are now working to identify the future roles and potential interventions that will enable us to advance the strategic direction proposed. In addition workshops are now underway between 27 March – 9 May in both streams to determine the specific workforce system interventions needed to deliver the strategy's vision and objectives.
39. The Education Workforce Strategy (July 2019) and Implementation Plan (September 2019) will set out the vision and outcomes required for transformation of the workforce, the future roles required and the specific workforce system interventions to be implemented to achieve the government's objectives laid out in the May 2018 Cabinet paper.
40. The Implementation Plan will be developed jointly with the sector (through the Rāngai Māori Workforce Group and the EWSG) and phased over the life of the Strategy. The interventions will include 'quick wins' for the short term (2019-2020), as well as medium term (2020-2025), and long term (2025- 2032) plans.
41. We have a strategy session planned with you on 8 May 2019 to discuss the visions of the Strategy both for Rāngai Māori and English Medium, the key workforce transformation shifts proposed and the broad future education workforce roles of teacher/kaiako, teacher support, learner support, and business and administrative provision and the specific workforce system interventions needed.

Proactive Release

42. We recommend that this Briefing is proactively released.

Annexes

Annex A. EWSG vision for an education workforce 2032

Annex B. Governance group membership

Annex C. English Medium key transformational shifts to 2032 (draft)

An education workforce to support a world leading education system

Introduction

In May 2018 the Government agreed on the scope and approach for developing a comprehensive Education Workforce Strategy in partnership with the education sector. The scope encompassed early learning, primary, and secondary education learning support, administrative and executive functions, for both Māori and English education.

An Education Workforce Strategy Governance Group (EWSG) of 25 sector members representing the diversity of the education sectors within scope, was formed to co-design and develop the strategy. The strategy for the Māori medium education workforce has its own sector workforce group and is being developed using a parallel, but connected process alongside the wider workforce strategy. The governance groups are supported by a Programme Director and a secretariat provided by the Ministry of Education.

The challenge for the EWSG was to develop in partnership a workforce strategy that ensures Aotearoa New Zealand has a capable and motivated workforce in sufficient quantity to meet demand, and to enable all young learners to thrive in future Aotearoa New Zealand - thirteen years away (2032 and beyond).

Between August 2018 and February 2019 the EWSG worked toward a shared vision for New Zealand's education workforce (English medium). This vision statement is the result of their collaborative efforts. The EWSG is now working toward the strategy document and implementation plan that will give full effect to this vision. The strategy is due to be completed by July 2019 and the implementation plan by September 2019.

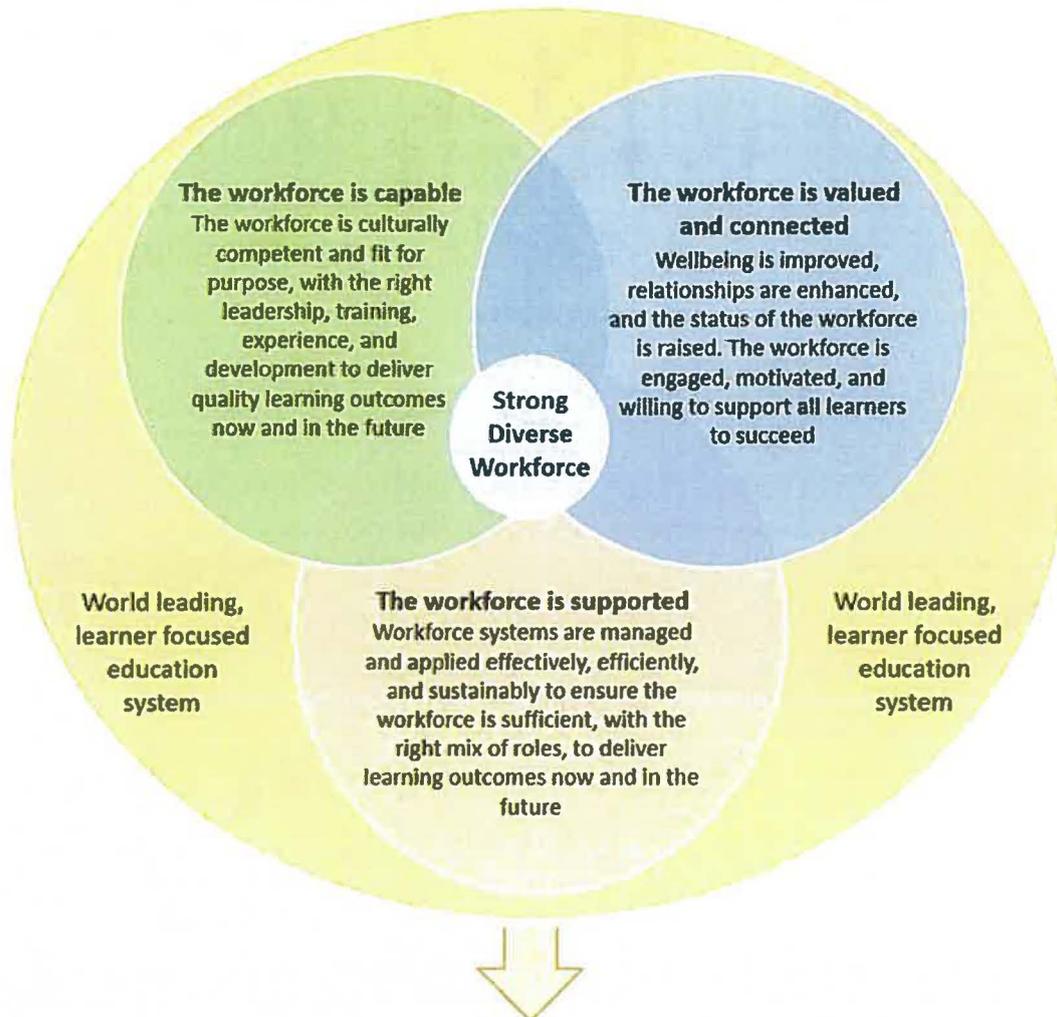
The EWSG membership now wants to share the vision with you, the sectors they represent. If you wish to pass on your thoughts about the Education Workforce Strategy vision please give your views to your representative.



Nigel Philpott
National Programme Director
Education Workforce Strategy Governance Group (EWSG)

Vision statement

By 2032, Aotearoa/New Zealand will have a strong, culturally competent, education workforce that drives a world leading, learner-focused education system.



Benefits of a strong, sustainable and diverse workforce:

'All learners are engaged, thrive and able to succeed'

Our high-level vision is a foundation step towards a Workforce Strategy. This vision reflects our co-design work within the Education Workforce Strategy Governance Group, what we learned from current state research and have heard from engagement across the education system - including the Education Summits and Korero Mātauranga.

EWSG Co-Designed Vision - 5 March 2019

Enduring factors

We know there are enduring factors in a successful education system for Aotearoa/New Zealand including:

- The shape and development of the education workforce is critical to enabling our education system to respond to the needs of all learners and their future.
- Learners, their identity, needs, abilities, aspirations and wellbeing are central to the design of the education workforce.
- Kaiako/Teachers and those engaged in teaching and learning are critical to the design and delivery of the 'education system', but need to be supported in a systematic, consistent and professional manner.
- For the education system to be sustainable over economic lifecycles, we need to take a long-term systems approach to the employment and development of the workforce.
- A workforce resourced and supported to advance a curriculum that will develop the values, knowledge and skills that will enable young people to live satisfying lives.

Why do we need to change?

The system

- Without centralised data the workforce for 2,500 schools and 4,500 ECE services cannot be managed and co-ordinated for the various schools and ECE services who employ them.
- The education workforce system does not use workforce intelligence to ensure that supply meets demand consistently.
- We have expected more and more of schools and teachers without providing the support and resources to deliver on these expectations. Teaching and learning has become more complex and data and evidence driven. Many new functions are expected of schools and teachers.
- The current system encourages competition between learning centres/schools. Among other consequences this competitive approach diverts their attention from building working relationships with their local communities and businesses.

Learners and learning

- The current system does not sufficiently support quality learning and achievement for some of our learners - particularly Māori, Pacific, and those with learning support needs.
- Too many learners experience systemic bias, racism, and inequity.
- A changing social environment has reinforced the need to focus on the wellbeing of learners and schools/learning centres as the social setting best placed to strengthen social-cohesion.

EWSG Co-Designed Vision - 5 March 2019

Education workforce

- Teaching has lost status as a profession and we don't consistently attract the best mix of capable applicants.
- There is a medium term trend towards fewer people entering and completing ITE, which means some parts of the sector are seeing major shortages.
- Some foundational subjects in the curriculum have, over the long term, failed to attract adequate numbers of teachers to meet demand.
- Some people with the potential to be outstanding teachers cannot easily access ITE because they cannot afford to be unpaid while they get the qualification.
- Too much of educators' time is spent on tasks that have low relevance to teaching and learning.
- Current workforce diversity does not reflect the Aotearoa/New Zealand learner population and there is a lack of cultural competency.
- The workforce is not being adequately supported by the education system to respond at scale to rapid changes in digital learning and technology.
- The current quantity and mix of learning support roles does not enable all learners to feel included with their peers in learning.
- Current professional development is patchy and the education workforce does not have support to grow necessary capability in a structured way.
- The career development structure is piecemeal and incoherent. There are many different roles, but pathways to progress into and between them lacks clarity and consistency.

Unpacking the vision for 2032

By 2032, Aotearoa/New Zealand will have a strong, culturally competent, education workforce that drives a world leading, learner-focused education system:

The workforce is capable

- A collaborative approach, within and between learning centres, ensures professional kaiako/teachers and para-professionals (people engaged in teaching activities who have the required attributes, skills and competencies) contribute collectively according to their expertise and role.
- Learner agency is fostered by teachers and students learning together (Ako).
- Kaiako teams work collaboratively in a variety of physical spaces and are well connected to whānau, community organisations, and businesses.
- The kaiako/teacher role is an expert in deep learning and will design learning experiences that link with learners' interests, context and key relationships.

EWSG Co-Designed Vision - 5 March 2019

- A kaiako's focus is on pedagogy and future transferable skills such as critical thinking, collaboration and creativity, alongside core literacy and numeracy and specialised curriculum knowledge.
- The workforce draws on data to underpin a strong formative evaluation and learning culture to support quality learning and student progress/achievement.
- The full workforce has the capability and support to include learners with additional needs alongside others.
- Teachers focus on teaching and learning - non-teaching tasks pass to others, or are addressed by assistive technologies.
- There is an underpinning competency standard required to teach learners 0-18 years across the education system with opportunities to gain additional appropriately recognised learning where needed - thus providing seamless ability to move between early learning, primary and secondary.
- People from a range of other sectors and professions, who have the relevant disposition experience and skills to become a teacher or a paraprofessional, have multiple pathways to realise that ambition, including working in their local area.
- Robust professional development builds the required capability and teaching pedagogy over multi-years. Clear and accessible pathways for professional growth across the system motivate on-going learning.
- There is strengthened capability and emphasis on pedagogical leadership.
- Workforce support roles are professionalised, attractive and fulfilling. Paraprofessionals have status, terms and conditions comparable to other industry roles with similar workplace activities.
- Support staff have clear career pathways and are developed by a capability based approach.

The workforce is valued and connected

- The education workforce understands and embodies Te Tiriti o Waitangi principles in all relationships with iwi, hapu, whānau and tamariki.
- The education workforce plays a significant role in fostering Māori and Pacific identity, language and culture with the confidence and capability to support te reo and te ao learning for all.
- There has been a significant system lift in commitment and resource to build kaiako o Te Reo Māori.
- The education workforce has the cultural capability and relationship skills to ensure all learners and their families feel they belong in any education setting and manages learner transitions across a continuum of learning.
- The education workforce places value on high trust whānau, iwi and hapu connections and has the capabilities and the outward-facing structure to build and support relationships with local communities, business and agencies ensuring a wider group of people and resources are utilised in the education process.

EWSG Co-Designed Vision - 5 March 2019

- Learning experiences are seamlessly integrated within the opportunities presented by the wider community and businesses/industry.
- The workforce fosters learner' wellbeing in close cooperation with other government agencies, community services, NGOs and local, regional and/or national networks.
- The education workforce embraces the rich diversity of learners' abilities, identities, language and cultural heritage.
- The education workforce contributes to all learners/akōnga being confident, safe to be themselves, and understand how they contribute positively to the world.
- Growing each learner's sense of agency and identity is recognised as a core capability and each learner is allocated a dedicated mentor/advisor/coach for their duration.

The workforce is supported

- There is a systemic approach to the employment and development of the education workforce.
- Kaiako/teacher is a high status role, which is valued by the community, with attractive terms and conditions of service.
- Comprehensive workforce data and analytics supports decision making.
- There are sufficient people in the workforce and they reflect the diversity of our learners.
- There is coherence in system support across the Ministry and education agencies.
- Systemic barriers are removed for entry into the workforce and there are multiple pathways into teaching for those with a disposition to teach.
- The system enables the education workforce to include innovative digital and augmented learning.
- The system supports the workforce to design learning experiences that include environmental citizenship and sustainability.
- Specialist staff in business management, finance, property, HR, administration, information management, data capture, and operations support kaiako teams and allow them to concentrate on teaching and learning.
- Wellbeing is a priority and promotes and safeguards the health and mental health of the workforce and supports resilience and retention.
- The workforce is supported to provide the same quality of education for all learners.
- Workforce distribution is deliberately 'needs based' with people resources allocated to support equity as an outcome.

Education Workforce Strategy Governance Group

- s 9(2)(a) [Redacted] Ministry of Education
- [Redacted] PPTA
- [Redacted] NZEI
- [Redacted] Te Akatea
- [Redacted] NZSPC
- [Redacted] NZPPA
- [Redacted] NZPF
- [Redacted] NZCER
- [Redacted] Teaching Council
- [Redacted] NZQA
- [Redacted] ERO
- [Redacted] SPANZ
- [Redacted] NZSTA
- [Redacted] Te Kura Whiri I te reo Māori
- [Redacted] Ngā Kura ā Iwi o Aotearoa
- [Redacted] Te Runanga Nui o Ngā Kura Kaupapa
- [Redacted]
- [Redacted] New Zealand Kindergartens Inc
- [Redacted] Te Kōhanga Reo National Trust
- [Redacted] Early Childhood Council
- [Redacted] Auckland Primary Principals Association
- [Redacted] Auckland Secondary School Principal Association
- [Redacted] Association of Proprietors of Integrated Schools
- [Redacted] School Business Managers Association Inc.
- [Redacted] Montessori Schools

Rāngai Māori Workforce Group

- s 9(2)(a) [redacted] Te Akatea
- [redacted] NZPF
- [redacted] Teaching Council
- [redacted] Ngā Kura ā Iwi o Aotearoa
- [redacted] Te Runanga Nui o Ngā Kura Kaupapa
- [redacted] Te Kōhanga Reo National Trust
- [redacted] NZPF
- [redacted] Te Kōhanga Reo National Trust
- [redacted] NZPPA
- [redacted] Deputy CEO, ERO
- [redacted] NZEI
- [redacted] NZEI

Annex C: English Medium key transformational shifts to 2032 (draft)

	Current	Interventions	2032
Strategic Outcome: Capable	The current teacher and school leader roles have unrealistic workloads and teacher and learner support roles are uncoordinated and unclear	→	Role of a teacher is clear and roles are sustainable. Support roles and responsibilities are clear, sufficient in number, and coordinated for consistent access and delivery.
	Largely classroom based learning with a single teacher in front of 20-30 learners	→	A multi-disciplinary team delivers quality, innovative and flexible learning, in numerous settings, across a spectrum of teaching methods, augmented by technology as appropriate
	Training, induction, mentoring and development are non-systematic in delivery and not comprehensive in scope	→	A systematic approach to training, induction, mentoring and development in place across the employment life cycle

	Current	Interventions	2032
Strategic Outcome: Valued & Connected	Teaching has lost status as a profession and is not consistently attracting the best mix of capable applicants	→	Teaching is an attractive, high status profession across all education sectors
	Limited and variable connections/relationships with whānau, iwi, hapu, business and local communities	→	The workforce is strongly connected to whānau, iwi, community, and business
	Some members of the workforce and learners experience racism and bias	→	A culturally competent workforce that understands and responds positively to identity, language, culture and need
	Teacher access to support for learners with additional needs is inequitable and uneven	→	The workforce provides equitable access to learning support
	Wellbeing of the workforce is not given sufficient priority	→	There is a systemic approach to promoting and supporting the wellbeing of the workforce

	Current	Interventions	2032
Strategic Outcome: Supported	2,500 schools and 4,500 early learning centres employ and develop teachers, educators and leaders in a non-systematic manner	→	A systemic approach to the employment and development of the education workforce including its leaders
	Improving but still relatively poor workforce data	→	Implementation of a comprehensive workforce data and analytics strategy that supports decision making
	A largely homogeneous workforce	→	The workforce reflects the diversity of the learners it serves
	Education workforce functions are siloed and accountabilities are distributed across multiple education agencies	→	Education workforce functions operate seamlessly, with coherence across key education agencies
	Limited pathways and some hurdles for those wishing to enter the teaching workforce	→	Barriers are removed and multiple pathways into teaching are available for those with the disposition and competency to teach
	Ad hoc and uneven business and administrative support for centres and schools	→	All centres and schools can access business management and administration support