**Education Report: International Summit on the Teaching Profession 2019**

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<th>To:</th>
<th>Hon Chris Hipkins. Minister of Education</th>
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<td>Date:</td>
<td>5 November 2018</td>
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<td>Communications team:</td>
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<td>Round Robin:</td>
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**Summary**

- You have confirmed that you wish to attend the 9th International Summit on the Teaching Profession (ISTP) on 14 - 15 March 2019 in Helsinki, Finland.

- This education report seeks your feedback on the composition of your delegation, and your preferred option(s) for bilateral side visits in Europe.

- We will progress arrangements for the ISTP and bilateral engagements once you have indicated your preferences and will continue to update your office as the ISTP agenda and programme is confirmed.

- This advice has been developed in consultation with Education New Zealand, the Ministry of Foreign Affairs and Trade, the New Zealand Qualifications Authority, the Tertiary Education Commission and the State Services Commission.
Recommended Actions

The Ministry of Education recommends that you:

a) **note** ISTP 2019 is taking place on 14 – 15 March and the House is sitting on 12, 13 and 14 March, the middle of a three-week sitting block.

b) **note** the ISTP 2019 agenda is yet to be announced; its theme will likely to be the Future of Teaching and Learning.

c) **note** the proposed sub-themes for the ISTP 2019 are: leading together; building strong foundations through innovative pedagogies and practices; and towards sustainable schools.

d) **indicate** your preference for the composition of your delegation for ISTP 2019.

*Please specify education sector representatives and education officials:*


e) **indicate** if you would like to build in more time at the Summit for side meetings or smaller focused sessions such as with Singapore, Scotland, Norway, Denmark and Canadian Provinces.

*Please specify any particularly country(ies) of interest:*

f) **indicate** whether you wish us to explore any of the following in-country visits that could be taken before ISTP:

   i. Germany          Yes / No
   ii. The Netherlands Yes / No
   iii. Other *(please specify):*

g) **note** that the minimum time away from New Zealand for ISTP is approximately five days, plus an additional one to two days for a side country visit.
h) note that this report will be proactively released.

Belinda Himiona  
Group Manager, International Education  
Graduate Achievement, Vocations and Careers

05/11/2018

I will defer making any decisions on this until the main collective are settled.
If that hasn't happened, I won't be going.
ISTP 2019, 14 – 15 March, Finland

1. ISTP 2019 will be held on Thursday 14 and Friday 15 March 2019 in Helsinki.

2. Following your attendance at ISTP 2018, you and other delegates indicated that ISTP offered a valuable networking opportunity for unions and teaching professionals, and enabled formal and informal conversations with individual Ministers/officials on the margins of the event. However, it provided limited opportunities for targeted dialogue and discussion with other similar systems and there were challenges in engaging with such a large and diverse group of countries.

3. We have provided this feedback to the OECD and the Finnish organisers, encouraging them to look into options for more targeted meetings enabling discussions between similar systems. We will be providing further feedback on the agenda and structure of the meetings at cross-country discussions and OECD meetings that the Ministry will be attending in November.

4. The organisers’ objectives for ISTP 2019 are to highlight the importance of innovation to ensure and sustain education quality, to discuss how to align these innovations with sustainability requirements, and to explore mechanisms to support these initiatives.

5. There is currently no confirmed agenda for ISTP, however the proposed theme is ‘The Future of Teaching and Learning’. The sub-themes are:

   - *Leading together*: exploring the multi-dimensional leadership challenges of education systems and the those faced by policymakers, school leaders and the teaching profession and its unions for disseminating and implementing effective educational reforms.

   - *Building strong foundations through innovative pedagogies and practices*: discussing what pedagogies and practices work in early childhood education and how can they be scaled, implications for the development of staff and the work organisations in institutions and what policies and measures are needed to mainstream effective innovations.

   - *Towards sustainable schools*: considering the implications of the challenges involved in integrating school policy, other relevant policies and communities and how to get everybody on board to address the needs of students, teachers and schools effectively. Measures are also required to ensure a strong supply of qualified teachers and continued professional development.

6. The themes strongly align with our challenges and key areas of the education work programme. We are providing feedback to the OECD on the themes that outline key issues of relevance to New Zealand and how we can contribute to and benefit from the discussions.

7. Your participation in ISTP, including the Pre-Summit and travel time, would take approximately five days. This includes two and a half days for the Summit itself and approximately two days travel time.

8. Pending the organisers’ proposition for the Pre-Summit, we could seek to leverage the value of your attendance by building in an additional day of smaller focused side meetings in Helsinki. These would specifically target greater connections between small developed systems, such as Singapore, Scotland, Norway, Denmark, and/or Canadian provinces and could be undertaken as separate or combined meetings.
ISTP delegation

9. Country delegations are only required to comprise of a Minister, teacher union representatives and at least one teacher practitioner. At ISTP 2018 in Lisbon you were accompanied by a delegation of nine members that included the Presidents of the Post Primary Teachers’ Association (PPTA), the New Zealand Education Institute (NZEI), the Secondary Principals’ Association of New Zealand (SPANZ) and the New Zealand Principals’ Federation, along with one representative each from the Māori medium and early childhood sectors. You were also accompanied by the Secretary for Education and the Ministry’s Chief Education Scientific Advisor throughout your programme, including at ISTP.

10. The Ministry of Education funds the travel and accommodation costs for officials and teacher practitioners. Estimated costs per participant to attend ISTP is $10,000 – 16,000 for flights and accommodation. The teacher union representatives meet their own costs.

11. We are seeking your preference on the composition of the delegation for ISTP 2019 and we will draft letters on your behalf to invite delegation nominees to accompany you to the Summit. The ISTP hosts will contact the New Zealand teacher unions directly to confirm their representatives.

Side country visit options

12. While travelling to ISTP 2019, you may find value in undertaking side visits to countries in Europe to focus on areas of interest related to the education work programme. Should you wish, Germany or the Netherlands could provide relevant insights.

13. Each side visit would require one to two days. ISTP is taking place on Thursday 14 and Friday 15 March, so a departure from New Zealand on Friday 8 or Saturday 9 March would enable side country engagement early in the week and a return home on the weekend of 16 March. You would be absent from the House on 12, 13 and 14 March.

14. Depending on the destination, approximate flight times are around 29 hours, including transfers.

15. As noted above, meetings on the side lines of ISTP can be arranged with specific countries of interest if timing does not allow visits outside of Helsinki.

Germany

16. Germany’s education system continues to face challenges providing for an increasingly diverse population as a result of large waves of immigration. A bilateral programme could provide an opportunity to discuss Germany’s experience of their large education system reform undertaken in the early 2000s, progress in addressing their equity challenges and successes in vocational education and training.

17. Significant reforms carried out since the early 2000s have seen Germany experience a shift from low PISA scores to being an above-average performer with significant improvement in reading and mathematics, and the impact of socio-economic background on performance has decreased. Germany is still behind most OECD countries in equity, but the turnaround they’ve experienced over the past decade has been significant, and could offer insights for New Zealand.

18. Germany’s Dual Vocational Training (DVT) system provides a combination of on the job training as well as vocational study. It has contributed to Germany’s low youth unemployment rate of 7%. Fundamental to the DVT system is an alliance between the four partners who drive it – the Federal Government, the Federal States, Social Partners (employers and trade unions) and competent Chambers.
19. Germany is a priority market for Education New Zealand and one of New Zealand’s most significant science partners. A Ministerial visit to Germany could include meetings with Ministerial counterparts, key education thinkers, leading universities, vocational education representatives, German Parliamentary New Zealand Friendship Group, DAAD (German Academic Exchange Service), New Zealand alumni and/or scholarship recipients. Your visit would help to maximise exposure for New Zealand as a study destination and a partner for university collaboration.

The Netherlands

20. The Netherlands has one of the top performing education systems worldwide. Its success is attributed to a balance between freedom, collaboration and accountability in its school system and a robust VET system. A bilateral visit would also provide an opportunity to learn from Dutch initiatives to address its teacher shortage.

21. Vocational training in the Netherlands includes formal, informal and workplace learning. Policy initiatives focused on quality, responsiveness and innovation have included the introduction of reduced programme duration, validation of prior learning, cross-over qualification, combined pathways, distance learning, and allowing optional parts in qualifications to meet regional needs. Enrolment in VET is above the OECD average and labour market perspectives for young people are positive.

22. The Netherlands is facing a similar challenge to New Zealand regarding teacher shortage. The Dutch Government launched two action plans which aim to address the teacher shortage and improve the position and professional development of teachers. Policies were announced earlier this year to help increase teacher recruitment.

23. Other initiatives included strengthening the primary education curriculum to be given more substance and appeal to attract a wider target audience, giving teachers the option to specialise in teaching younger or older children, and improving the quality of teacher training, particularly for VET education.

24. A Ministerial visit to the Netherlands could include meetings with your Ministerial counterparts, the Chair of the Education Council of the Netherlands and the Netherlands Initiative for Educational Research.

Next steps

25. Following your feedback, we will work with relevant agencies and your office to proceed with arranging your bilateral meetings at ISTP and potentially your preferred side country visit. We will provide any further advice and detail in due course as the 2019 programme develops.