



## Education Report: *Pae Aronui* – supporting educationally powerful partnerships

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|-----------------------------------------------|------------------------------------------------------------------------------------------------|---------------------|-----------|
| <b>To:</b>                                    | Hon Chris Hipkins, Minister of Education                                                       |                     |           |
| <b>Date:</b>                                  | 14 December 2018                                                                               | <b>Priority:</b>    | Low       |
| <b>Security Level:</b>                        | In Confidence                                                                                  | <b>METIS No:</b>    | 1171911   |
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| <b>Messaging seen by Communications team:</b> | NA                                                                                             | <b>Round Robin:</b> | No        |

Tēnā koe Minister

### Purpose

This report provides you with information about *Pae Aronui*, the Ministry plan for supporting educationally powerful partnerships.

### Summary

- 1 Evidence shows that effective and educationally powerful partnerships between educators and those outside the 'school gate' – parents, whānau, communities, hapū, iwi, and employers – can significantly improve education outcomes for learners.
- 2 The Ministry has a role to play in supporting parents and whānau to be partners in their children's education, and to enable whānau, hapū, iwi, employers and community groups to partner and engage in education. We also have a role in enabling teachers, leaders, and schools to strengthen these partnerships.
- 3 *Pae Aronui* has been developed to guide the Ministry through a coordinated set of actions. *Pae Aronui* strongly supports what New Zealanders have told us they want from the education system through the Education Conversation | Kōrero Mātauranga and the Education Summits.

- 4 *Pae Aronui* comprises a narrative, a suite of actions for the Ministry to complete over the next five years, and is supported by an annotated bibliography of research and evidence. The suite of actions comprise of engagement phases that support and build on each other:
  - Phase 1: Build belief and momentum 2019 – 2020
  - Phase 2: Grow capability and capacity to partner 2019 – 2023
  - Phase 3: Embed partnering 2019 – 2024.
- 5 *Pae Aronui* is strongly aligned with the Education Work Programme, with approximately 75% of the actions aligned with one or more existing work streams. It has been deliberately designed as a living document as it will need to be flexible and adaptable as our context continues to change.
- 6 The Ministry's Leadership Team is collectively responsible for *Pae Aronui* and will check in on progress twice a year. They will receive the first progress report in July 2019.

## Recommended Actions

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The Ministry of Education recommends you:

- a. **note** the Ministry has developed *Pae Aronui* to support educationally powerful partnerships over the next five years

**Noted**

- b. **note** *Pae Aronui* reflects the feedback from New Zealanders provided through the Education Conversation | Kōrero Mātauranga and the Education Summits and is strongly aligned with our Education Work Programme

**Noted**

- c. **note** the Ministry's Leadership Team is collectively responsible for *Pae Aronui* and will receive progress updates twice a year

**Noted**

- d. **agree** to share this report and *Pae Aronui* with your Associate Ministers of Education

**Agree / Disagree**

- e. **agree** that this Education Report is proactively released as part of the next publication.

**Release / Not release**

  
Rose Jamieson  
Deputy Secretary (Acting)  
Parent Information & Community Intelligence

14 / 12 / 2018

  
Hon Chris Hipkins  
Minister of Education

30 / 12 / 18

## Rationale for *Pae Aronui*

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- 7 There is a strong body of evidence that confirms effective and educationally powerful partnerships between educators and those outside the 'school gate' – parents, whānau, communities, hapū, iwi, and employers – significantly improve education outcomes for children and young people.
- 8 The Ministry's strategic framework for its operating model is guided by the four principles of a successful and high performing education system:
  - a. teaching is adaptive, evidence-based, equitable and inclusive
  - b. effective collaborative leadership at all levels of the education system
  - c. parents, whānau, children and young people are actively engaged in learning, progress and achievement
  - d. communities, iwi, hapū, employers, parents, whānau, families and students have high expectations of education providers and providers of them.
- 9 We know many schools and communities already partner effectively to deliver excellent outcomes for their learners through delivery of a local curriculum. However, many schools and teachers would like more support to develop capability and capacity to form genuine and effective partnerships. *Pae Aronui* aims to deliver tools and products that support all levels of capability.
- 10 *Pae Aronui* (attached at Annex 1) bridges the gap between the Ministry's intent to support educationally powerful partnerships and our current capability and practice. *Pae Aronui* is a coordinated set of actions for the Ministry to undertake over the next five years that ensure we grow our own capability, and we work collaboratively to support educationally powerful partnerships.
- 11 The name *Pae Aronui* was provided by Dr Wayne Ngata. 'Pae' is taken from the term *paepae*, literally the line-up of contributors to a community's knowledge and commitment. 'Aronui' is taken from the term '*kete aronui*', one of the three baskets of knowledge that relates to literature, philosophy, observation of the environment, peace and the humanities that benefit humankind.

## Summary of *Pae Aronui*

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- 12 Development of *Pae Aronui* began in early 2018 with a review of key pieces of research and evidence forming our detailed evidence base. We summarised key themes from the research to inform a series of engagement sessions with the Ministry's Leadership Team, senior managers and regional staff. These engagements were used to formulate appropriate actions to support the outcomes we are seeking for learners, parents and whānau, hapū and iwi, employers and communities.
- 13 The *Pae Aronui* document is structured as follows:
  - a. The narrative provides a compelling and detailed explanation of the rationale for *Pae Aronui*, drawn from the evidence. It sets out how valuing the contributions of the parents and the wider community enhances educational outcomes for young people, particularly where their identity, language and culture are recognised.

- b. The action plan is grouped into three clear phases that build on each other:
- Phase 1: Build belief and momentum – 2019 – 2020
  - Phase 2: Grow capability and capacity to partner – 2019 – 2023
  - Phase 3: Embed partnering – 2019 – 2024.
- c. The annotated bibliography is a living artefact that contains the evidence base used to develop *Pae Aronui*, with over 140 references. It has already been provided to a number of the initiatives in the Education Work Programme.

### Alignment with the Education Conversation and Education Summits

- 14 The research phase of *Pae Aronui* was completed before the findings from the Education Conversation | Kōrero Mātauranga and the Education Summits were available. We have reviewed the insights reports to ensure the direction of *Pae Aronui* is consistent with what New Zealanders have told us about what is important to them.
- 15 Overall the feedback from the Education Summits strongly aligns with the intent and direction of *Pae Aronui*. Key areas of alignment with *Pae Aronui* include:
- a. A learner-centred system where learners would have a strong sense of belonging with their uniquely identity valued.
  - b. Shared ownership of learning with whānau truly seen as being at the centre of a student's wellbeing and learning, authentically consulted, and directly involved.
  - c. Stronger connections with whānau and communities so they are integrally and authentically part of all learning, with teaching and learning co-constructed between students, educators and the community
  - d. Community involvement with learning based on community experiences and issues, and happening within the community.
  - e. Quality relationships between educators and learners based on mutual respect, with teaching centred on learners' strengths and understanding of each student's unique, cultural identity
  - f. Resourcing to be sufficient and flexible to meet diverse learners' needs, ways of delivery, innovation and equity; supporting parents in their role as teachers; and supporting schools and other places of learning to set priorities developed in collaboration with whānau and communities.
- 16 These areas are also reflected in the analysis of feedback from respondents to the Education Conversation survey identifying as Māori, Pacific or Disabled and Learning Support students and parents. With respondents noting the importance of:
- a. Culturally-responsive teaching that caters to the needs of all students.
  - b. Whānau stability and support are essential influences on the successful learning outcomes of students, including the engagement and involvement of family and whānau in the school environment and with staff members.

- c. Education does not stop at the school gate and needs to be supported at home. Healthy parent-educator relationships contribute to positive education outcomes.

## Education Work Programme

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- 17 *Pae Aronui* actions will continue to inform the Education Work Programme as reviews and initiatives move into implementation. As a result, *Pae Aronui* will be a living document and it will remain flexible and adaptable to our changing environments and contexts.
- 18 Our analysis of the actions in *Pae Aronui* indicates that approximately 75% are strongly aligned with one or more existing reviews in the Education Work Programme. There is strong alignment with:
- Curriculum, Progress and Achievement
  - the refresh of Ka Hikitia
  - Pacific Education Plan
  - Education Workforce Strategy, and
  - the Strategy and Operating Model.

## Next steps

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- 19 The Ministry's Leadership Team is collectively responsible for *Pae Aronui*, and they will be provided with progress reports twice a year. The first progress update will be in July 2019.
- 20 *Pae Aronui* will be socialised with Ministry staff starting early in the New Year.

## Proactive release

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- 21 It is intended that this Education Report is proactively released as per your expectation that information be released as soon as possible. Any information which may need to be withheld will be done so in line with the provisions of the Official Information Act 1982.

## Annex

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- Annex 1: *Pae Aronui*

# PAE ARONUI

*“Supporting excellent outcomes for every child through educationally powerful partnerships”*



# PAE ARONU I SUMMARY

*‘Whaia te iti kahurangi  
Ki te tuohu koe  
Me he maunga teitei’*

Pae Aronui brings together a comprehensive and co-ordinated set of activities that will give practical effect to two of the four principles of success for a high-performing education system:

- Parents, whānau, children and young people are actively engaged in learning, progress, achievement; and
- Communities, iwi, hapū, employers, parents, whānau, families and students have high expectations of education providers, and providers of them.

Pae Aronui is based on a body of evidence about what works. The research shows the most significant difference to how well children do at school is dependent on educationally powerful partnerships with those currently outside the school gates. A deep and growing body of New Zealand and international research recognises that effective and educationally powerful relationships between educators and their learners, parents, whānau, communities, iwi, hapū and employers (Pae Aronui partners) have the capacity and capability to significantly improve education outcomes for children and young people. The research base that has underpinned the development of Pae Aronui is summarised in [Appendix 1](#) and is based on an extensive annotated bibliography with over 130 references.

Achieving the change envisaged in Pae Aronui will require change and commitment from the Ministry of Education (Ministry), education providers, and parents, employers, iwi and communities. Trusting relationships that recognise and value respective contributions are a pre-requisite to genuine partnerships focused on learning. These partnerships require time, energy, resources, and a sustained commitment. They need to be deliberately nurtured and valued.

Pae Aronui comprises a suite of phased actions for the Ministry, education providers and Pae Aronui partners that will ensure that educationally powerful partnerships are deliberately and consistently considered by all Ministry Groups as part of design and delivery of education equity and excellence:

- Phase 1: Build belief and momentum 2018 – 2020;
- Phase 2: Grow capability and capacity to partner 2019 – 2023; and
- Phase 3: Embed partnering 2019 – 2024.

*‘Strive for the ultimate  
Should you bow your head  
Let it be to a lofty mountain’*

Pae Aronui was developed by reviewing the research, feedback from numerous consultation exercises, a series of engagement sessions with the Leadership Team and selected Ministry senior leaders, and workshops with PICI staff over April–June 2018. Pae Aronui complements the Ministry’s Education Work Programme and our work on the Strategy and Operating Model | Te Huataki.

In the future genuine partnerships with Pae Aronui partners will be part of the way the education system works. The effective implementation of Pae Aronui would result in an education system that has the following characteristics:

- parents and whānau are powerful partners in their children’s education;
- the expertise of children’s families, whānau will directly influence their children’s learning;
- employers’ skills needs routinely influence the design and delivery of education;
- the expertise of iwi and hapū as Treaty partners are influential catalysts in the equitable educational achievement of Māori children and young people; and
- communities (particularly iwi and employers) actively support children and young people’s learning, progress and achievements.

To be effective, Pae Aronui will require Ministry-wide commitment and intentional effort in order to deliver on its intent. Pae Aronui has been designed to be a flexible, adaptable, cross-Ministry plan. This ensures we have the organisational flexibility to deliver on actions as part of existing work programmes or incorporate them into upcoming work, with the core capability building initially being driven by PICI’s work programme. Over time, the Ministry’s capability will mature so all Ministry teams can effectively co-produce outcomes with Pae Aronui partners in children’s education, and learn about how they can positively influence the design and delivery of education.

*“The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn and relearn”*

*- Alvin Toffler*

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|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ministry Vision</b> | <p><i>We shape an education system that delivers equitable and excellent outcomes<br/>He mea tārai e mātou te mātauranga kia rangatira ai, kia mana taurite ai ōna huanga</i></p> |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                           |                                                                                                              |
|---------------------------|--------------------------------------------------------------------------------------------------------------|
| <b>Pae Aronui Purpose</b> | <p><i>We create excellent outcomes for every child by supporting educationally powerful partnerships</i></p> |
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| <b>Pae Aronui Outcomes</b> |  <p><b>Learners</b></p> <p>Every learner's identity, language and culture is valued and respected. Learners' have a say in what and how they learn and are supported by effective home-school partnerships</p> |  <p><b>Parents and whānau</b></p> <p>Parents and whānau are powerful partners of their children's education providers. They know how they can support their child's learning and work with providers to support their child's progress, influencing local curricula and teaching practice.</p> |  <p><b>Iwi and hapū</b></p> <p>Hapū and iwi partner with schools and Kāhui Ako to foster the integration of identity, language and culture through local curricula and culturally responsive teaching. They work collaboratively with the Ministry to ensure policy settings support their aspirations and support Māori learner success as Māori.</p> |  <p><b>Employers and communities</b></p> <p>Employers and communities lift learner aspirations and help them explore future pathways. They work collaboratively with schools to ensure local curricula supports students' aspirations and helps them develop the capabilities they need to be successful.</p> |
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**Principles for Success (from te Huataki)**

- Parents, whānau, children and young people are actively engaged in learning, progress, achievement
- Communities, iwi, hapū, employers, parents, whānau, families and students have high expectations of education providers, and providers of them
- Teaching is adaptive, evidence based, equitable and inclusive
- Effective collaborative leadership at all levels of the education system

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|--------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>To achieve this vision we will need to... through...</b></p> |  <p><b>Phase 1: 2019-2020</b><br/>Build belief and momentum</p> <ul style="list-style-type: none"> <li>Building Ministry staff capability and willingness to work collaboratively with Pae Aronui partners</li> <li>Sharing research and learning across the sector</li> <li>Developing a maturity framework to help guide development</li> </ul> |  <p><b>Phase 2: 2019-2022</b><br/>Grow capability and capacity to partner</p> <ul style="list-style-type: none"> <li>Embedding Ministry staff capability and cultural competencies</li> <li>Building educators' capability to effectively partner</li> <li>Supporting Pae Aronui partners to build working relationships with the Ministry and educators</li> </ul> |  <p><b>Phase 3: 2019-2024</b><br/>Embed partnering</p> <ul style="list-style-type: none"> <li>Consistently and deliberately involving Pae Aronui partners in the design and delivery of education</li> <li>Providing channels for ongoing engagement with Pae Aronui partners</li> <li>Optimising partnerships through schools and Kāhui Ako</li> </ul> |
|--------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

# DEVELOPING PAE ARONUI

## The New Zealand education system landscape

1. New Zealand's education system operating model is highly devolved. For the most part, education is 'delivered' by autonomous organisations. Education providers – like schools, and early childhood centres – are the primary channel for children, young people, their parents and local communities to connect with education.
2. 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.<sup>1</sup> The Ministry of Education and other education agencies, like the Education Review Office, have a stewardship role across the education system.

## A high performing education system for some...

3. A high quality public education system would provide all New Zealanders with learning opportunities so that they can discover and develop their full potential throughout their lives.<sup>2</sup> The current Government's education work programme is guided by the following objectives: barrier-free access; learners at the centre; quality teaching; quality public education; and 21st century learning.<sup>3</sup>
4. The partnership obligations on the Crown arising from the Treaty of Waitangi necessarily imply that the Government should collaborate with iwi and hapū in its design and delivery of education. The Government's intent on giving effect to these obligations are further emphasised in its Māori-Crown Relations Portfolio priorities.<sup>4</sup>
5. The New Zealand education system performs very well for many students. They achieve highly and are set up to be successful contributors to their own and others' lives.<sup>5</sup> New Zealand has been a top PISA performer since 2000, with students performing above the the Organisation for Economic Co-operation and Development (OECD) average in reading, science and mathematics. Individuals in New Zealand also have higher tertiary education attainment than the OECD average, with upper secondary education attainment around the OECD average.<sup>6</sup>
6. New Zealand's widely lauded national early childhood and school curricula enable education to be tailored to the unique needs of each child. The flexibility of our curriculum statements mean that Pae Aronui partners – parents, families, iwi, hapū, employers and wider communities – can be influential partners in the design and delivery of education in New Zealand.

## ...but not all New Zealand children and young people.

7. However, New Zealand's education system is characterised by increasing diversity and persistent disparities in outcomes. Within the same school, "young people can experience widely divergent opportunities to learn. This within-school inequity is amongst the highest found anywhere in the OECD, and ...inequities in student outcomes are stratified by ethnicity with outcomes for Māori and Pacific Islands' students falling significantly behind those of other groups."<sup>7</sup> The Ministry's Public Achievement Information illustrates the variable performance of the education system for different populations.<sup>8</sup>
8. The consequences of poor education outcomes are well documented. Young people who have poor educational attainment are more likely to have poor health, and over their life course have a greater reliance on welfare, are more vulnerable in the labour market, and have lower overall lifetime earnings.<sup>9</sup> Alternatively, education makes a significant difference to the economy by developing tomorrow's entrepreneurs and employees, and by building the capability of our existing workforce.<sup>10</sup>

<sup>1</sup> <https://www.education.govt.nz/assets/Documents/Ministry/Publications/Briefings-to-Incoming-Ministers/BIM-26-September-2017-.pdf>, page 17.

<sup>2</sup> [https://www.parliament.nz/en/pb/hansard-debates/rhr/combined/HansDeb\\_20180215\\_20180215\\_24](https://www.parliament.nz/en/pb/hansard-debates/rhr/combined/HansDeb_20180215_20180215_24)

<sup>3</sup> <https://www.education.govt.nz/assets/Documents/Ministry/Information-releases/R-Education-Portfolio-Work-Programme-Purpose-Objectives-and-Overview.pdf>

<sup>4</sup> <https://www.justice.govt.nz/assets/Documents/Publications/Cabinet-paper-Initial-scope-of-CrownMaori-Relations-portfolio.pdf>

<sup>5</sup> <https://www.education.govt.nz/assets/Documents/Ministry/Publications/Briefings-to-Incoming-Ministers/BIM-26-September-2017-.pdf>, page 19.

<sup>6</sup> [http://www.oecd.org/education/EDUCATION%20POLICY%20OUTLOOK%20NEW%20ZEALAND\\_EN.pdf](http://www.oecd.org/education/EDUCATION%20POLICY%20OUTLOOK%20NEW%20ZEALAND_EN.pdf), page 4.

<sup>7</sup> <http://www.ero.govt.nz/assets/Uploads/BIM-2017.pdf>, page 8

<sup>8</sup> [https://www.educationcounts.govt.nz/\\_data/assets/pdf\\_file/0010/181981/NZ-Education-Profile-2016.pdf](https://www.educationcounts.govt.nz/_data/assets/pdf_file/0010/181981/NZ-Education-Profile-2016.pdf)

<sup>9</sup> <http://www.ero.govt.nz/assets/Uploads/BIM-2017.pdf>, page 8

<sup>10</sup> <http://www.education.govt.nz/assets/Uploads/4-Year-Plan-2016-WEB.pdf>, page 4

## When the education system values the contributions of others, it enables the potential of every child.

9. Effective partnerships that involve parents, whānau, families, employers, iwi, hapū, learners and education providers strengthens the education system's ability to improve education outcomes for all children and young people. This proposition is supported by a deep body of international and New Zealand research.<sup>11</sup>
10. More specifically, the education workforce needs strong connections with others ('beyond the school gate') to better support children and young people's wellbeing and learning, embedded in relevant curricula for local, industry and national needs.<sup>12</sup>
11. A 2014 Education and Science Select Committee Inquiry reported that "...children are better equipped to achieve to their full potential when they are supported through their education by a parental figure, who might be an actual parent, a caregiver, or member of the wider family. To help ensure that such people remain engaged in the education of their children, we must make it as easy as possible for them".<sup>13</sup>
12. The Ministry itself, emphasises the essential role that iwi and employers play in educational success:
  - employers have a role in influencing the system, in particular to ensure that knowledge; skills and course content are relevant to workforce needs; and
  - iwi are well placed to integrate Māori identity, language and culture throughout the curriculum and support the active protection of ngā tāonga Māori.<sup>14</sup>
13. However to fulfil that potential, various research has concluded that any involvement must be 'educationally powerful'. ERO describes educationally powerful connections as "two-way collaborative working relationships with the specific goal of supporting a young person's success".<sup>15</sup> Each party to the relationship needs to understand that its purpose is to extend learning between school and home.<sup>16</sup>
14. Other jurisdictions also consider that parents, families and communities play an important role in education:
  - a. The Australian Department of Education and Training report that research has shown that when schools and families work together, children do better, stay in school longer, are more engaged with their school work, go to school more regularly, behave better, and have better social skills. Parent engagement also results in longer term economic, social and emotional benefits.<sup>17</sup>
  - b. The Scottish government has a National Improvement Framework and Improvement Plan (NIF) designed to deliver equity and excellence in education, where parental engagement is one of the 7 drivers for improvement.<sup>18</sup> It recognises the role of families and communities in improving their children's achievement and how their skills can enrich the curriculum. The NIF is supported by Education Scotland's Family Learning Framework that encourages regional approaches to learning as a family, recognises local and family needs, and supports professional development for practitioners.<sup>19</sup>
15. In 2016, New Zealand education system agencies committed to proactively engaging with parents, whānau, employers and communities in their collective stewardship of the system.<sup>20</sup>
16. This commitment to engaging with those outside the school gates was supported by the key insights from the Education Summits held in May 2018, which highlighted the importance of community involvement with learning based on community experiences and issues, and happening within the community.<sup>21</sup>

## We can achieve equitable and excellent education outcomes by mobilising Pae Aronui partners...

17. If asked, the Ministry could identify a range of situations in which children and young people, parents, families, whānau, iwi, hapū, employers and wider communities (have and) are contributing to the design and delivery of education. However, the involvement of Pae Aronui partners is neither widespread nor uniform. There is also a diverse demographic within these groups; they are most certainly not homogenous or mutually exclusive.

<sup>11</sup> See Pae Aronui annotated bibliography.

<sup>12</sup> <https://www.education.govt.nz/assets/Documents/Ministry/Publications/Briefings-to-Incoming-Ministers/BIM-26-September-2017-.pdf>

<sup>13</sup> [https://www.parliament.nz/resource/en-nz/50DBSCH\\_SCR56937\\_1/510e16a9c5abb15a7885c981e73632251e93eb8c](https://www.parliament.nz/resource/en-nz/50DBSCH_SCR56937_1/510e16a9c5abb15a7885c981e73632251e93eb8c)

<sup>14</sup> <https://www.education.govt.nz/assets/Documents/Ministry/Publications/Briefings-to-Incoming-Ministers/BIM-26-September-2017-.pdf>

<sup>15</sup> <http://www.ero.govt.nz/assets/Uploads/ERO-Educationally-Powerful-Connections-FINAL.pdf>

<sup>16</sup> <http://www.ero.govt.nz/assets/Uploads/ERO-Educationally-Powerful-Connections-FINAL.pdf>

<sup>17</sup> <https://www.education.gov.au/parent-engagement-children-s-learning>

<sup>18</sup> <https://www.gov.scot/Publications/2017/12/2207>

<sup>19</sup> <https://education.gov.scot/improvement/self-evaluation/FamilyLearningFramework>

<sup>20</sup> <https://education.govt.nz/assets/Uploads/Education-System-Agencies-Response-to-the-Blueprint-FINAL2.pdf>

<sup>21</sup> <https://conversation.education.govt.nz/assets/Uploads/Education-Summit-what-you-told-us.pdf>

18. The rationale for the education system leveraging the inherent motivations of children and young people, parents, families, whānau, iwi, hapū, employers and wider communities in learners' success and wellbeing is strong. The impetus for Pae Aronui is the gap between this intent and the Ministry's current capacity, capability and practice.
19. Various research we reviewed in forming Pae Aronui points to the demand from Pae Aronui partners to be more active and influential in the design and delivery of education in New Zealand. Some aspects of this demand are described in the following sections.

### **...valuing what children and young people want for themselves...**

20. The Office of the Children's Commissioner Education Matters to Me report series identifies a strong desire amongst a large number of children and young people to have greater and more direct influence in their own education.
21. The reports provide some key insights into young people's current and desired education experience:
- Understand me in my whole world.
  - People at school are racist towards me.
  - Relationships mean everything to me.
  - Teach me the way I learn best.
  - I need to be comfortable before I can learn.
  - It's my life - let me have a say.<sup>22</sup>

*"...Learning how the education system works, getting one-on-one access to highly skilled teachers for support and setting goals with parental support appeared to be the cornerstones which helped to effect change in both the home and school settings for Pacific learners..."<sup>23</sup>*

22. As well as a more direct influence, learners want a system where they are valued. Participants at the Education Summits told us the future education system would be learner-centred and learners would have a strong sense of belonging with their unique identity valued. Teaching would centre on learners' strengths and understanding of each students' unique cultural identity.<sup>24</sup>

### **...and supporting parents' needs and aspirations...**

23. Home-school partnerships were a key theme of the feedback received through the Education Summits and the Education Conversation | Kōrero Mātauranga. Summit participants envisioned a future education system where ownership of learning was shared, with whānau truly seen as being at the centre of a student's wellbeing and learning, authentically consulted and directly involved. Māori and Pacific respondents to the Kōrero Mātauranga survey said that family and whānau support and stability were essential influences on successful learning outcomes for students, and education needs to be supported at home.<sup>25</sup>
24. Educators and parents need support to help build partnerships. In market research commissioned by the PICI Group in 2017<sup>26</sup>, many parents said it was hard for them to have a voice of influence. This imbalance was more pronounced when issues involving their children arose, as many parents felt they did not have the power to challenge the school's response to any issues, or that any challenge might negatively impact their child. Many parents reported moving their children after experiencing an issue.
25. The majority of parents said they wanted to know how they could be involved or help to resolve issues. However, many parents felt there was a lack of clarity and ongoing communication, even for more serious issues. Forty percent of parents felt they did not get the support at school they needed for at least one of their children. Pacific parents, those on low incomes, and older parents were the most likely to feel they don't have the support they need.<sup>27</sup>
26. While parents saw the Principal as critical in setting the tone and culture for a school, and for living its values, they were often unclear on what they should expect from the Principal, or the school Board and teachers.

<sup>22</sup> <http://www.occ.org.nz/publications/reports/education-matters-to-me-key-insights/>

<sup>23</sup> Oakden, J. (2018). Pacific PowerUP Plus 2017: A mid-point evaluation of stakeholder perceptions of the programme delivery and benefits to participant. Wellington: Ministry of Education.

<sup>24</sup> <https://conversation.education.govt.nz/assets/Uploads/Education-Summit-what-you-told-us.pdf>

<sup>25</sup> Global Research Ltd (2018). Education Conversation | Kōrero Mātauranga Voices of three population groups Report 2

<sup>26</sup> Ministry of Education (2017). Beyond the School Gate: Parents', families' and whānau experiences of education. Ministry of Education

<sup>27</sup> Ministry of Education (2017). Beyond the School Gate: Parents', families' and whānau experiences of education. Ministry of Education

27. In the same research, parents said that they wanted better information on their child's learning progression, and would like richer information on their child's wellbeing to complement the information they get about academic progress. Parents identified that parent-teacher interviews and school reports often had limited value, were too focused on academic achievement rather than the whole child, and it often wasn't clear what role they could play in supporting learning. Parents identified that they would like more information on how their child is really doing, what they're doing in class, how they are doing socially and what help their child needs.<sup>28</sup>
28. Parents are rarely disengaged but have different models of engagement and levels of parental confidence to advocate and support their child. This can be driven by different family compositions (blended, extended), prior experience (older children, their own experience), and needing to grow the independence of their child. Both Māori and Pacific parents spoke strongly about engagement and community involvement being an important part of how they viewed the relationship with schools.<sup>29</sup>
- "My kids enjoy that I play a huge part in their learning. It also helps me to understand where they're at in their education. The best thing about doing things together is showing my kids that their learning is important to me. They know that I care about how well they do or not, and they see me being active in their education. I think it's vital for a parent to take part, to show support and show their kids they matter, especially in their education."* (Mother)<sup>30</sup>
29. Most parents felt the Ministry should be a mediator or last port of call. When the Ministry's website was used, parents had varying views about its usefulness. Of note, 46 - 60 year old parents and rural parents found the website of least use; Pacific parents were found to be less likely to use the Ministry website or social media. By contrast, Asian parents and parents aged 31 - 45 years were most likely to use both the website and social media.<sup>31</sup>
30. Parents reported varied experiences in the quality of information they received about career pathways for their children. Overall, parents reported a desire to see non-academic career pathways have greater support, and a stronger focus on individual pathways leveraging their child's interests.<sup>32</sup>

### **...and by understanding employers' interests in education...**

31. Following the Secretary for Education's April 2018 Employment & Education Matters Forum, a Ministry survey of this group of employers confirmed themes in international research on youth employment and education. The survey confirmed that employers see they have a role in lifting learners' aspirations, providing opportunities for learners to envisage pathways and supporting learners to be work ready. In summary, almost all of the employers who responded to the survey agreed or strongly agreed that there is a role for them in guiding young people into pathways for their future careers.<sup>33</sup>
32. Although the survey found that many employers - 81% in the last six months - are already engaging with schools, there was reported interest in employers increasing their engagement with education, such as taking on more interns, apprenticeships, having students on work experience, and placements on programmes such as Gateway. The survey found that there is a willingness amongst employers to do more to better support Māori and Pacific learners.<sup>34</sup>
33. The barriers to employers' involving young people while at school relate to the time to manage the process (74%) and health and safety on site concerns (68%).<sup>35</sup>
34. The survey also clarified employers' interest in being involved in the design of local curriculum. Employers reported that the top 5 skills they are looking for now are expected to change by 2030. The top 5 skills in 2030, ranked, are: communication, curiosity, adaptability, creativity and initiative. The most important attributes that employers seek when looking for a new employee are: positive attitude, enthusiasm, digital skills and extra-curricula activities.<sup>36</sup>
- "...Develop curricula that incorporates / blends vocational training / skill development - not isolates it..."<sup>37</sup>*
35. Employers are keen to share/receive information from other employers highlighting what they are doing to connect with young people and programmes and activities that are available for employers from the Ministry of Education and other education organisations.<sup>38</sup>

<sup>28</sup> Ministry of Education (2017). Beyond the School Gate: Parents', families' and whānau experiences of education. Ministry of Education

<sup>29</sup> Ministry of Education (2017). Beyond the School Gate: Parents', families' and whānau experiences of education. Ministry of Education

<sup>30</sup> Oakden, J & Kennedy, S. (2018) Pasifika PowerUP: Talanoa Case Studies 2017. Wellington: Ministry of Education.

<sup>31</sup> Ministry of Education (2017). Beyond the School Gate: Parents', families' and whānau experiences of education. Ministry of Education

<sup>32</sup> Ministry of Education (2017). Beyond the School Gate: Parents', families' and whānau experiences of education. Ministry of Education

<sup>33</sup> Ministry of Education (June 2018) Employment and Education Matters Survey. Wellington: Ministry of Education.

<sup>34</sup> Ministry of Education (June 2018) Employment and Education Matters Survey. Wellington: Ministry of Education.

<sup>35</sup> Ministry of Education (June 2018) Employment and Education Matters Survey. Wellington: Ministry of Education.

<sup>36</sup> Ministry of Education (June 2018) Employment and Education Matters Survey. Wellington: Ministry of Education.

<sup>37</sup> Ministry of Education (June 2018) Employment and Education Matters Survey. Wellington: Ministry of Education.

<sup>38</sup> Ministry of Education (June 2018) Employment and Education Matters Survey. Wellington: Ministry of Education.

36. In response to questioning about how vocational education and training provision could improve, employers suggested:
- less academic and more practical curriculum;
  - more scholarships from school to further education;
  - ensure kids learn skilled work within actual work environment;
  - links to assessment for students;
  - value of vocational careers needs lifting! (marketing);
  - to be prepared for emerging technologies that will impact on the skills required;
  - more interaction between employers and schools;
  - content designed in collaboration with business;
  - improving the image of vocational training as a good career choice; and
  - increased awareness of vocational pathways by teachers / careers advisors.<sup>39</sup>

### **...by recognising and resourcing the valuable contribution that iwi can make...**

37. Iwi expect to have an equal partnership with education providers in their rohe, or through their participation in the development of policies or services.<sup>40</sup> The expertise that iwi have identified they can contribute to accelerating Māori learner success as Māori includes:
- strengthening the cultural responsiveness of teachers and leaders, and help reduce unconscious bias;
  - embedding iwitanga (identity, language and culture) into local curricula; and
  - supporting some whānau to confidently engage with their child's learning/teacher/school.<sup>41</sup>
38. However, iwi consistently cite their lack of capacity and resource to engage in a meaningful way, and that learners and whānau were missing out because of this constraint. Many iwi consider that the Ministry could provide better support by championing iwi partnerships with Kāhui Ako, by ensuring iwi have the opportunity to engage; and building Ministry staff or education provider capability to engage with iwi.<sup>42</sup>
39. In research carried out with Kāhui Ako lead principals, local iwi and Ministry regional staff, there was agreement that embedding identity, language and culture in local curricula was an opportunity afforded by the Kāhui Ako structure.<sup>43</sup>
40. Both iwi and Kāhui Ako leads felt time pressure was a major barrier to partnership, although for different reasons. For iwi, there was a lack of capacity to engage; lead principals had competing priorities and some also lacked confidence and knowledge on how to form relationships with iwi.
41. Some lead principals in Kāhui Ako reported a lack of direct support, training, tools or guidance on this type of engagement. Many Kāhui Ako lead principals felt the Ministry monitoring, resources and tools did not enhance their ability to form relationships, and this was often viewed as the Ministry focused on trying to 'fix' them.<sup>44</sup>
42. Mono-cultural thinking was seen as one of the key barriers to both partnership and to Māori learner success as Māori, but changing mind-sets and assumptions about Māori learners was seen as a critical lever.

*"Success is when...Māori students realise they don't have to be something else at school, they see, hear and feel iwi in their school, in their Kāhui Ako. It normalises educational achievement."*<sup>45</sup>

### **The Ministry's role as a steward of the system**

43. The Ministry's purpose is to shape an education system that delivers equitable and excellent outcomes.<sup>46</sup> The Ministry works "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."<sup>47</sup>

<sup>39</sup> Ministry of Education (June 2018) Employment and Education Matters Survey. Wellington: Ministry of Education.

<sup>40</sup> Through consultation process that informed Whakapūmautia, Papakōwhaitia, Tau ana - Grasp, Embrace and Realise - Conducting excellent education relationships between iwi and the Ministry of Education with the shared goal of "Māori achieving education success as Māori"

<sup>41</sup> Kōrerorero ā Iwi - A summary of iwi interviews to inform this work.

<sup>42</sup> 9 April 2018 LT memo: Iwi partnering with Kāhui Ako.

<sup>43</sup> 9 April 2018 LT memo: Iwi partnering with Kāhui Ako.

<sup>44</sup> 9 April 2018 LT memo: Iwi partnering with Kāhui Ako.

<sup>45</sup> 9 April 2018 LT memo: Iwi partnering with Kāhui Ako.

<sup>46</sup> <https://www.education.govt.nz/ministry-of-education/our-role-and-our-people/what-we-do/#purpose>

<sup>47</sup> <https://www.education.govt.nz/assets/Documents/Ministry/Publications/Briefings-to-Incoming-Ministers/BIM-26-September-2017-.pdf>, page 10.

44. Te Huataki (the Ministry's Strategy and Operating Model) has reshaped the Ministry's strategic priorities and is re-imagining how the Ministry does its work. Its Four Principles for Success outline the enduring and necessary pre-requisites of a high performing education system:
- Teaching is adaptive, evidence based, equitable and inclusive;
  - Effective collaborative leadership at all levels of the system;
  - Parents, whānau, children and young people are actively engaged in learning, progress, achievement; and
  - Communities, iwi, hapū, employers, parents, whānau, families and students have high expectations of education providers, and providers of them.
45. These principles underscore the critical role that children, young people, parents, whānau, employers, teachers, educational leaders and communities play – alongside education providers. Together they deliver and support education that has children, young people and students at its heart and that builds confident, connected, actively involved life-long learners.<sup>48</sup>
46. Guided by these principles, the Ministry has a role in empowering parents, families and whānau to engage with their child's education and in working with whānau, iwi, hapū, employers and community groups to achieve high levels of engagement in education and to involve them in the education system.<sup>49</sup>
47. More specifically, the Ministry intends to build strong and effective partnerships with and between children, young people, students, parents, families, whānau, iwi, hapū, communities, Kāhui Ako and employers so they can be more active and demanding participants in education, and in local curriculum and career design.<sup>50</sup>
48. The impetus for Pae Aronui is to create a structured plan that seeks to bridge the gap between this intent and the Ministry's current capacity, capability and practice.

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<sup>48</sup> Ministry of Education strategy info-graphic, dated 28 May 2018.

<sup>49</sup> <https://www.education.govt.nz/assets/Documents/Ministry/Publications/Briefings-to-Incoming-Ministers/BIM-26-September-2017-.pdf>, page 5.

<sup>50</sup> <https://www.education.govt.nz/assets/Documents/Ministry/Publications/Briefings-to-Incoming-Ministers/BIM-26-September-2017-.pdf>, pages 20 – 21.

## INTRODUCING PAE ARONUI

49. A philosophy is a theory or attitude that acts as a guiding principle for behaviour. Pae Aronui embodies the philosophy that educationally powerful relationships will help shape an education system that delivers equitable and excellent outcomes. The actors in these relationships are parents, families, whānau, iwi, hapū and employers/industry, and most particularly, Māori, Pacific and disabled children and young people (the Pae Aronui partners).
50. Pae Aronui is a direct response to the evidence that educationally powerful relationships have the capacity and capability to improve outcomes for New Zealand children and young people.
51. Pae Aronui leverages the potential for educationally powerful partnerships to create excellent outcomes for every child.
52. Pae Aronui is the evidence-based Ministry vehicle that brings together a range of phased and coordinated actions for the Ministry to implement. It is not the province of one or two Ministry groups to deliver on. Over time, it will normalise the entire Ministry enabling the skills, interests and motivations of Pae Aronui partners to influence the design and delivery of education.
53. The effective implementation of Pae Aronui would result in an education system that has the following characteristics:
- parents will be powerful partners of their children's education providers (early learning services and schools);
  - the expertise of children's families, whānau will directly influence their children's learning;
  - employers' workforce capability needs will routinely influence the design and delivery of education;
  - the expertise of iwi, hapū as Crown Treaty partners will be recognised as influential catalysts for the equitable achievement of Māori children and young people; and
  - communities will actively support children and young people's learning.
54. The following table sets out the detailed Pae Aronui action plan. Although the actions are grouped across three phases, some actions will be able to be carried out concurrently and/or before the specified time-window. All of the actions are for the Ministry to carry out, many in partnership with others.

**'Pae' is taken from the term 'paepae', literally the line-up of contributors to a community's knowledge and commitment. 'Aronui' is taken from the term 'Kete Aronui', one of the three baskets of knowledge that relates to literature, philosophy, observation of the environment, peace, and the humanities that benefit humankind.**

*- the meaning behind the Pae Aronui*

# PHASE 1: BUILD BELIEF AND MOMENTUM (2018-2020)

Educationally powerful partnerships can transform educational outcomes for every child. The starting point is trusting relationships, built over time, that value each party's contribution. Partnerships require time, energy and resources. Sustained commitment will be needed from each of the partners to these relationships: the Ministry, education providers and the Pae Aronui partners.

Sustained commitment requires a strong belief that the partnership will improve educational outcomes for learners. This is the core principle of the **build belief and momentum phase**. It has a twin focus:

- the foundation attitudes that are needed to achieve the purpose of Pae Aronui
- the creation of connections and respectful relationships between the Ministry, schools, early learning services and Pae Aronui partners.

Belief in the value Pae Aronui partners bring to children's education is a critical pre-requisite for building educationally powerful partnerships.

## KEY OUTCOMES FOR PAE ARONUI PARTNERS

### MINISTRY OF EDUCATION

The actions are intended to foster the foundation attitudes needed to build educationally powerful partnerships. They help create a culture of collaboration and partnership with Pae Aronui partners across all Ministry Groups.

The actions complement the Education Work Programme and the Strategy and Operating Model | Te Huataki.

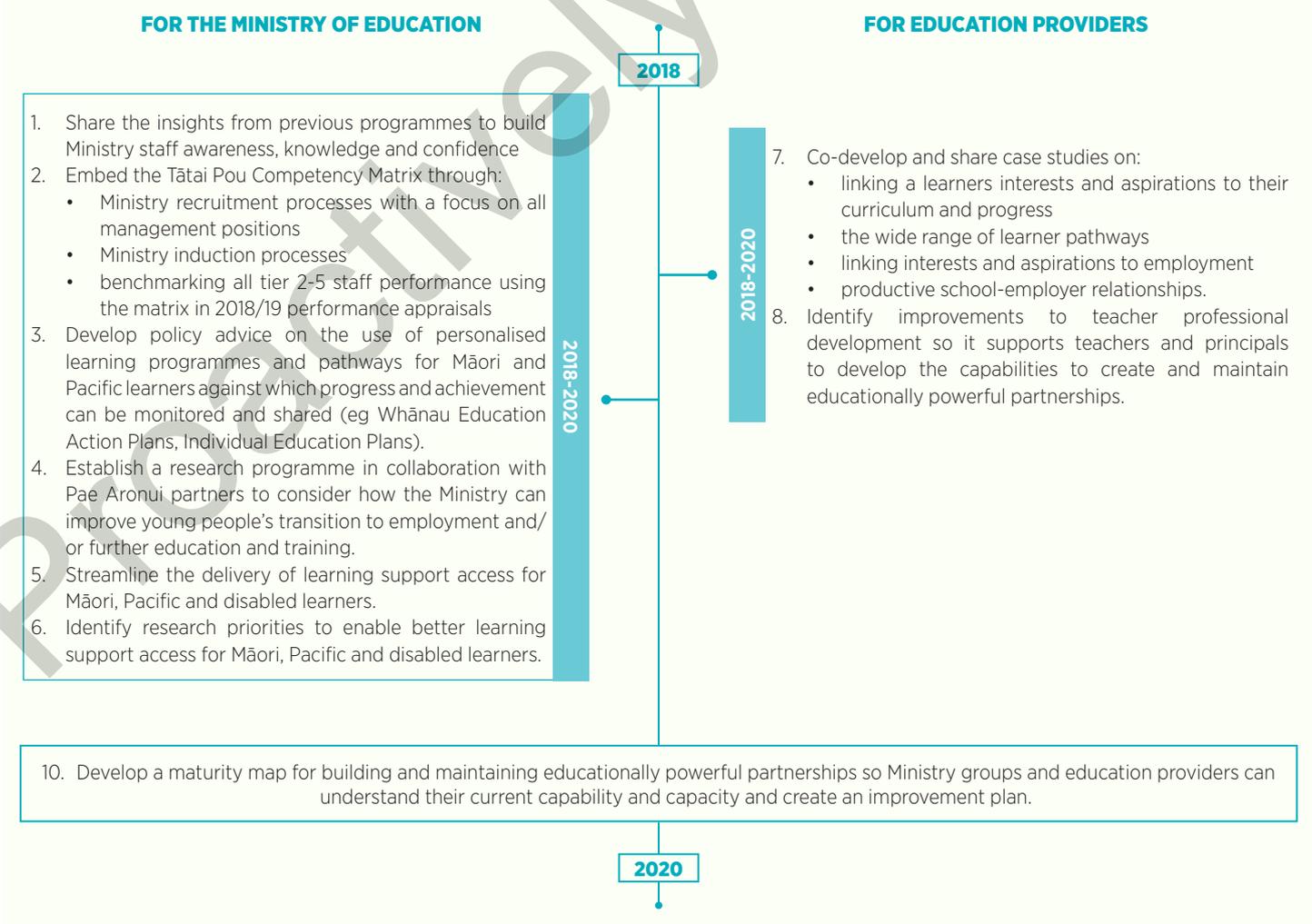
- Collaborating with Pae Aronui partners is the standard 'way of working' across the Ministry.
- Cross-Ministry dedication to building connections with and between Pae Aronui partners is evident.

### EDUCATION PROVIDERS

The Ministry has a role to play in helping education providers lay the foundations needed to build educationally powerful partnerships with Pae Aronui partners. This starts with understanding the value they add to educational outcomes for learners.

- Clear broadening of the network of relationships between Kāhui Ako, education providers and Pae Aronui partners

## ACTIONS BY THE MINISTRY OF EDUCATION



## PHASE 1: BUILD BELIEF AND MOMENTUM (2019-2020)

| ACTIONS                                                        |                                                                                                                                                                                                                                                                                                                              | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | LEAD | CONTRIBUTOR               | RELATED WORK                                                                                                                                                               |
|----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|------|------|------|------|------|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ministry of Education 2019-2020</b>                         |                                                                                                                                                                                                                                                                                                                              |      |      |      |      |      |      |      |                           |                                                                                                                                                                            |
| 1                                                              | Share insights from previous programmes to build Ministry staff awareness, knowledge and confidence                                                                                                                                                                                                                          |      |      |      |      |      |      | PICI | ESP, GAVC, EDK, SE&S, SPG |                                                                                                                                                                            |
| 2                                                              | Embed Tātai Pou Competency Matrix, potentially through: <ul style="list-style-type: none"> <li>recruitment processes with a focus on management positions</li> <li>Ministry Induction processes</li> <li>benchmarking all tier 2-5 staff performance using the matrix</li> </ul>                                             |      |      |      |      |      |      | BE&S | SOM, Te Ao Māori          | <ul style="list-style-type: none"> <li>Strategy and Operating Model</li> <li>Māori Capability and Capacity</li> <li>Te Ara Whiti</li> </ul>                                |
| 3                                                              | Develop policy advice on the use of personalised learning programmes and pathways for Māori and Pacific learners against which progress and achievement can be monitored and shared (eg WEAP, IEP)                                                                                                                           |      |      |      |      |      |      | ESP  | SE&S, ELSA                | <ul style="list-style-type: none"> <li>Curriculum, Progress and Achievement</li> <li>Ka Hikitia</li> <li>Pacific Education Plan</li> <li>Mauri Tū Mauri Ora</li> </ul>     |
| 4                                                              | Establish a research programme in collaboration with Pae Aronui partners to consider how the Ministry and its partner agencies can improve young people's transition to employment and/or further education and training                                                                                                     |      |      |      |      |      |      | EDK  | GAVC, SE&S, PICI          |                                                                                                                                                                            |
| 5                                                              | Streamline the delivery of learning support access for Māori, Pacific and disabled learners                                                                                                                                                                                                                                  |      |      |      |      |      |      | SE&S | ESP, EDK                  | <ul style="list-style-type: none"> <li>Disability and Learning Support Action Plan</li> </ul>                                                                              |
| 6                                                              | Identify research priorities to enable better learning support access for Māori, Pacific and disabled learners                                                                                                                                                                                                               |      |      |      |      |      |      | EDK  | SE&S, ESP, Te Ao Māori    | <ul style="list-style-type: none"> <li>Disability and Learning Support Action Plan</li> </ul>                                                                              |
| <b>Education providers 2019-2020</b>                           |                                                                                                                                                                                                                                                                                                                              |      |      |      |      |      |      |      |                           |                                                                                                                                                                            |
| 7                                                              | Co-develop and share case studies on: <ul style="list-style-type: none"> <li>Linking a learners interests and aspirations to their curriculum and progress</li> <li>The wide range of learner pathways</li> <li>Linking interests and aspirations to employment</li> <li>Productive school-employer relationships</li> </ul> |      |      |      |      |      |      | ELSA | GAVC, PICI, SE&S          | <ul style="list-style-type: none"> <li>Curriculum, Progress and Achievement</li> <li>Careers Action Plan</li> <li>Ngā Anga Tupuranga</li> <li>Rapua Te Ara Tika</li> </ul> |
| 8                                                              | Identify improvements to teacher professional development so it supports teachers and principals to develop the capabilities to create and maintain educationally powerful partnerships                                                                                                                                      |      |      |      |      |      |      | ELSA | SE&S, PICI                | <ul style="list-style-type: none"> <li>Education Workforce Strategy</li> </ul>                                                                                             |
| <b>Ministry of Education and Education Providers 2019-2020</b> |                                                                                                                                                                                                                                                                                                                              |      |      |      |      |      |      |      |                           |                                                                                                                                                                            |
| 9                                                              | Develop a maturity framework for building and maintaining educationally powerful partnerships so Ministry groups and education providers can understand their current capability and capacity and create an improvement plan                                                                                                 |      |      |      |      |      |      | PICI | SE&S                      |                                                                                                                                                                            |

# PHASE 2: GROW CAPABILITY AND CAPACITY TO PARTNER (2019-2023)

A willingness and good intentions to partner transform into action when:

- staff possess the requisite skills
- business processes are in place to support partnering
- the management culture prioritises and values staff devoting their time and other resources to partnering.

The grow capability and capacity to partner phase focuses on actions that will lead to inclusion of Pae Aronui partners in the design and delivery of education.

## KEY OUTCOMES FOR PAE ARONUI PARTNERS

### MINISTRY OF EDUCATION AND EDUCATION PROVIDERS

Will and commitment that translates into the Ministry and education providers facilitating and participating in educationally powerful partnerships relies on capabilities that are widespread, rather than vested in a small number of expert staff.

With the potential for significant change to policy and regulatory settings through the Education Work Programme, these actions are focused on the Ministry supporting schools and early learning services to collaborate with Pae Aronui partners on the design and delivery of local curricula.

- Published exemplars of co-designed local curricula that support a wide range of pathways.

### LEARNERS, PARENTS, FAMILIES, WHĀNAU, HAPŪ, IWI AND EMPLOYERS

These actions are focused on creating deliberate opportunities for Pae Aronui partners to influence the Ministry's work and delivery of education.

- Pae Aronui partners understand their role in education and are supported to build working relationships with the Ministry and education providers

## ACTIONS BY THE MINISTRY AND EDUCATION PROVIDERS FOR

### MINISTRY OF EDUCATION AND EDUCATION PROVIDERS

1. With the Education Council, ensure Initial Teacher Education includes content on educationally powerful partnerships including:
  - The conditions needed to establish partnerships
  - Engagement strategies
  - Unconscious bias
  - Identity, language and culture.
2. With New Zealand School Trustee Association (NZSTA), encourage and support Boards of Trustees to develop local curricula with Pae Aronui partners.

2019-2020

3. Appraise all Ministry staff performance using the Tātai Pou Competency matrix.
4. Develop and implement a Pacific contexts cultural competency matrix.
5. Provide schools and Kāhui Ako | Communities of Learning with support on engagement strategies with Pae Aronui partners.
6. Co-design guidelines for teachers and principals on how to develop local curricula with Pae Aronui partners.
7. Amend the PLD system to require identity, language and culture as a component of all Ministry-funded PLD.
8. Identify options for supporting principals to establish educationally powerful partnerships as part of the Tomorrow's Schools Review policy work.

2020-2021

2019

2020

2021

2022

### LEARNERS, PARENTS, FAMILIES, WHĀNAU, HAPŪ, IWI AND EMPLOYERS

9. Establish regular meetings between Ministry leaders and hapū and iwi governors to establish a basis for future work together.
10. Establish a central point within the Ministry for engaging with employers at national and regional levels.
11. Establish a work programme to improve Ministry website content for parents with an immediate focus on:
  - Information about stand-downs, suspensions and expulsions
  - Making information accessible and relevant for Māori and Pacific parents
12. Expand the delivery of the Pasifika PowerUP programme with evaluation support to continuously improve reach and effectiveness.
13. Provide funding to hapū and iwi to enable them to build the capacity and capability to partner with Kāhui Ako | Communities of Learning.

2019-2020

14. Implement regular meetings between Ministry leaders and hapū and iwi governors to work together on shared interests and priorities
15. Implement the website content work programme and continuously improve website content for parents
16. Deliver an improved and expanded Pasifika PowerUP programme
17. Review the effectiveness of funding hapū and iwi to partner with schools and Kāhui Ako | Communities of Learning
18. Deliver workshops for parents about their role in building and maintaining educationally powerful partnerships
19. Co-design and produce resources to smooth key transitions for Māori, Pacific and disabled children

2020-2021

## PHASE 2: GROW CAPABILITY AND CAPACITY TO PARTNER (2019-2023)

| ACTIONS                                                                       | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | LEAD              | CONTRIBUTOR                   | RELATED WORK                                                                                                                                                                                                        |
|-------------------------------------------------------------------------------|------|------|------|------|------|------|-------------------|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>of Education and Education Providers 2019-2020</b>                         |      |      |      |      |      |      |                   |                               |                                                                                                                                                                                                                     |
| 1                                                                             |      |      |      |      |      |      | ESP               | ELSA, Te Ao Māori, SE&S, PICI | <ul style="list-style-type: none"> <li>Curriculum, Progress and Achievement</li> <li>Education Workforce Strategy</li> <li>Early Learning Strategic Plan</li> </ul>                                                 |
| 2                                                                             |      |      |      |      |      |      | ELSA              | Te Ao Māori, SE&S, PICI       | <ul style="list-style-type: none"> <li>Curriculum, Progress and Achievement</li> <li>Local Curriculum work</li> <li>Tomorrow's Schools Review</li> <li>Toikuranui</li> <li>Iwi partnering with Kāhui Ako</li> </ul> |
| <b>Ministry of Education and Education Providers 2020-2021</b>                |      |      |      |      |      |      |                   |                               |                                                                                                                                                                                                                     |
| 3                                                                             |      |      |      |      |      |      | BE&S              | SOM, Te Ao Māori              | <ul style="list-style-type: none"> <li>Strategy and Operating Model</li> <li>Māori Capability and Capacity</li> <li>Te Ara Whiti</li> </ul>                                                                         |
| 4                                                                             |      |      |      |      |      |      | BE&S              | SOM, Te Ao Māori, ESP, SE&S   | <ul style="list-style-type: none"> <li>Strategy and Operating Model</li> <li>Pacific Education Plan</li> </ul>                                                                                                      |
| 5                                                                             |      |      |      |      |      |      | SE&S              | PICI, ESP                     | <ul style="list-style-type: none"> <li>Curriculum, Progress and Achievement</li> </ul>                                                                                                                              |
| 6                                                                             |      |      |      |      |      |      | ELSA              | SE&S, PICI                    | <ul style="list-style-type: none"> <li>Curriculum, Progress and Achievement</li> </ul>                                                                                                                              |
| 7                                                                             |      |      |      |      |      |      | ELSA              | SE&S, PICI                    | <ul style="list-style-type: none"> <li>Education Workforce Strategy</li> <li>Curriculum, Progress and Achievement</li> </ul>                                                                                        |
| 8                                                                             |      |      |      |      |      |      | ESP               | ELSA, SE&S                    | <ul style="list-style-type: none"> <li>Tomorrow's Schools Review</li> </ul>                                                                                                                                         |
| <b>Learners, Parents, Families, Whānau, Hapū, Iwi and Employers 2019-2020</b> |      |      |      |      |      |      |                   |                               |                                                                                                                                                                                                                     |
| 9                                                                             |      |      |      |      |      |      | Te Ao Māori, SE&S | SPG, GAVC                     | <ul style="list-style-type: none"> <li>Māori Capability and Capacity</li> <li>Māori Work Programme</li> <li>Ka Hikitia</li> <li>30 year vision</li> </ul>                                                           |
| 10                                                                            |      |      |      |      |      |      | PICI              | SE&S, GAVC, SPG, SOM          |                                                                                                                                                                                                                     |
| 11                                                                            |      |      |      |      |      |      | SPG               | PICI, SE&S                    | <ul style="list-style-type: none"> <li>Refresh of website</li> <li>Communications Strategy</li> </ul>                                                                                                               |
| 12                                                                            |      |      |      |      |      |      | PICI              | ESP, EDK, SE&S                | <ul style="list-style-type: none"> <li>Pacific Education Plan</li> <li>Pasifika PowerUP Programme</li> </ul>                                                                                                        |
| 13                                                                            |      |      |      |      |      |      | SE&S              | Te Ao Māori, ELSA, PICI       | <ul style="list-style-type: none"> <li>Iwi partnering with Kāhui Ako</li> <li>Toikuranui</li> </ul>                                                                                                                 |
| <b>Learners, Parents, Families, Whānau, Hapū, Iwi and Employers 2020-2022</b> |      |      |      |      |      |      |                   |                               |                                                                                                                                                                                                                     |
| 14                                                                            |      |      |      |      |      |      | Te Ao Māori, SE&S | SPG, CE's Office, GAVC        | <ul style="list-style-type: none"> <li>Māori Capability and Capacity</li> <li>Māori Work Programme</li> <li>Ka Hikitia</li> <li>30 year vision</li> </ul>                                                           |
| 15                                                                            |      |      |      |      |      |      | SPG               | PICI, SE&S                    | <ul style="list-style-type: none"> <li>Refresh of website</li> <li>Communications Strategy</li> </ul>                                                                                                               |
| 16                                                                            |      |      |      |      |      |      | PICI              | EDK, SE&S                     | <ul style="list-style-type: none"> <li>Pacific Education Plan</li> <li>Pasifika PowerUP Programme</li> </ul>                                                                                                        |
| 17                                                                            |      |      |      |      |      |      | SE&S              | Te Ao Māori, ELSA, ESP, PICI  | <ul style="list-style-type: none"> <li>Iwi partnering with Kāhui Ako</li> <li>Toikuranui</li> <li>Māori Capability and Capacity</li> <li>Māori Work Programme</li> </ul>                                            |
| 18                                                                            |      |      |      |      |      |      | PICI              | SE&S, ELSA                    | <ul style="list-style-type: none"> <li>PCI work programme</li> </ul>                                                                                                                                                |
| 19                                                                            |      |      |      |      |      |      | PICI              | SE&S, ELSA                    | <ul style="list-style-type: none"> <li>Learning Support and Disability Action Plan</li> <li>PCI work programme</li> </ul>                                                                                           |

## PHASE 3: EMBED PARTNERING (2019-2024)

Excellent outcomes for every learner require partnerships that deliver value to be the conventional way of working in the education sector

- Pae Aronui partners will be both confident and enabled to partner
- The Ministry and education providers will intrinsically value the contribution of Pae Aronui partners.

The embed partnering phase comprises actions that will ensure that educationally powerful partnerships are consciously and consistently used to design and deliver education equity and excellence.

### KEY OUTCOMES FOR PAE ARONUI PARTNERS

#### MINISTRY OF EDUCATION AND EDUCATION PROVIDERS

Many systems and processes will need to be refined for partnering with Pae Aronui partners to become the default 'way of working' for the Ministry and education providers.

These actions focus on Pae Aronui partnering being normalised through Ministry business systems and processes.

- Schools and early learning services implement local curricula designed in partnership with Pae Aronui partners
- The Ministry's systems and processes actively enable Ministry staff to account for the needs of Pae Aronui partners in their work.

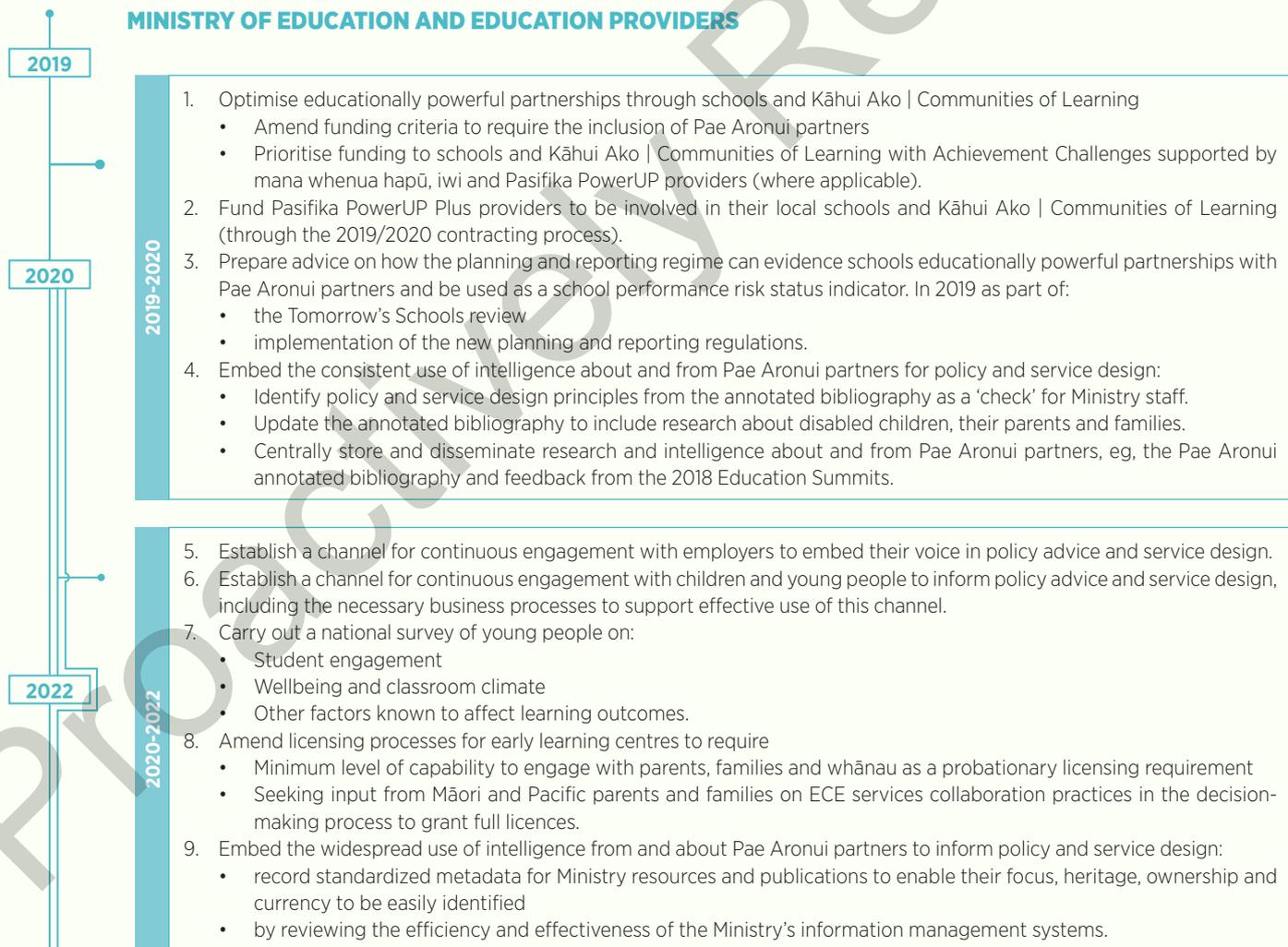
#### LEARNERS, PARENTS, FAMILIES, WHĀNAU, HAPŪ, IWI AND EMPLOYERS

These actions are focused on creating deliberate opportunities for Pae Aronui partners to influence the Ministry's work and delivery of education.

- Pae Aronui partners work with the Ministry and education providers to strengthen learning across home, school and employment pathways
- Pae Aronui partners shape the support they need from the Ministry to maintain educationally powerful partnerships with education providers.

### ACTIONS BY THE MINISTRY AND EDUCATION PROVIDERS FOR

#### MINISTRY OF EDUCATION AND EDUCATION PROVIDERS



#### LEARNERS, PARENTS, FAMILIES, WHĀNAU, HAPŪ, IWI AND EMPLOYERS

10. Scale up access to the Reading Together<sup>®</sup> and Developing Mathematical Inquiry Communities programmes for parents, whānau and families.
11. Initiate planning for equivalent literacy and numeracy programmes for children learning in Māori medium settings.

## PHASE 3: EMBED PARTNERING (2019-2024)

| ACTIONS                                                                       | 2019                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 2020 | 2021 | 2022 | 2023 | 2024 | LEAD        | CONTRIBUTOR                | RELATED WORK                                                                                                                |
|-------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|------|------|------|-------------|----------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| <b>Ministry of Education and Education Providers 2019-2020</b>                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |      |      |      |      |      |             |                            |                                                                                                                             |
| 1                                                                             | Optimise educationally powerful partnerships through schools and Kāhui Ako <ul style="list-style-type: none"> <li>Amend Kāhui Ako funding criteria to require the inclusion of Pae Aronui partners</li> <li>Prioritise funding to schools and Kāhui Ako with Achievement Challenges supported by mana whenua hapū, iwi and Pacific PowerUP providers (where applicable)</li> </ul>                                                                                                                                                                                                           |      |      |      |      |      | SE&S        | ELSA, PICI                 |                                                                                                                             |
| 2                                                                             | Fund Pasifika PowerUP Plus providers to be involved in their local schools and Kāhui Ako (through the 2019/2020 contracting process)                                                                                                                                                                                                                                                                                                                                                                                                                                                         |      |      |      |      |      | PICI        | ESP, SE&S                  | <ul style="list-style-type: none"> <li>Pacific Education Plan</li> <li>Pasifika PowerUP Programme</li> </ul>                |
| 3                                                                             | Prepare advice on how the planning and reporting regime can evidence schools educationally powerful partnerships with Pae Aronui partners and be used as a school performance risk status indicator. In 2019 as part of: <ul style="list-style-type: none"> <li>The Tomorrow's Schools review</li> <li>Implementation of the new planning and reporting regulations</li> </ul>                                                                                                                                                                                                               |      |      |      |      |      | ESP<br>SE&S | SE&S, PICI                 | <ul style="list-style-type: none"> <li>Tomorrow's Schools Review</li> <li>Planning and Reporting</li> </ul>                 |
| 4                                                                             | Embed the consistent use of intelligence about and from Pae Aronui partners for policy and service design: <ul style="list-style-type: none"> <li>Identify policy and service design principles from the annotated bibliography as a 'check' for Ministry staff</li> <li>Update the annotated bibliography to include research about disabled children, their parents and families</li> <li>Centrally store and disseminate research and intelligence about and from Pae Aronui partners, eg, the Pae Aronui annotated bibliography and feedback from the 2018 Education Summits.</li> </ul> |      |      |      |      |      | TBC         | SE&S, PICI                 |                                                                                                                             |
| <b>Ministry of Education and Education Providers 2020-2022</b>                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |      |      |      |      |      |             |                            |                                                                                                                             |
| 5                                                                             | Establish a channel for continuous engagement with employers to embed their voice in policy advice and service design, including the necessary business processes to support effective use of this channel                                                                                                                                                                                                                                                                                                                                                                                   |      |      |      |      |      | PICI        | SPC, SOM, GAVC, SE&S, ESP  | <ul style="list-style-type: none"> <li>SOM</li> </ul>                                                                       |
| 6                                                                             | Establish a channel for continuous engagement with children and young people to inform policy advice and service design, including the necessary business processes to support effective use of this channel.                                                                                                                                                                                                                                                                                                                                                                                |      |      |      |      |      | PICI        | SPG, SOM, SE&S, ESP        | <ul style="list-style-type: none"> <li>Student Voice Action Plan</li> <li>Online channels for youth</li> <li>SOM</li> </ul> |
| 7                                                                             | Carry out a national survey of young people on: student engagement; wellbeing and classroom climate; and other factors known to affect learning outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                     |      |      |      |      |      | PICI        | EDK, EIS                   | <ul style="list-style-type: none"> <li>Child Wellbeing Strategy</li> <li>NZCER wellbeing at school survey</li> </ul>        |
| 8                                                                             | Amend licensing processes for early learning centres to require: <ul style="list-style-type: none"> <li>Minimum level of capability to engage with parents, families and whānau as a probationary licensing requirement</li> <li>Seeking input from Māori and Pacific parents and families on ECE services collaboration practices in the decision-making process to grant full licences</li> </ul>                                                                                                                                                                                          |      |      |      |      |      | SE&S        | ESP                        | <ul style="list-style-type: none"> <li>Early Learning Strategic Plan</li> </ul>                                             |
| 9                                                                             | Embed the widespread use of intelligence from and about Pae Aronui partners to inform policy and service design: <ul style="list-style-type: none"> <li>Record standardised metadata for Ministry resources and publications to enable their focus, heritage, ownership and currency to be easily identified</li> <li>By reviewing the efficiency and effectiveness of the Ministry's information management systems.</li> </ul>                                                                                                                                                             |      |      |      |      |      | TBC         | BE&S, ESP, PICI, EDK, GAVC |                                                                                                                             |
| <b>Learners, Parents, Families, Whānau, Hapū, Iwi and Employers 2020-2024</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |      |      |      |      |      |             |                            |                                                                                                                             |
| 10                                                                            | Scale up access to the Reading Together and DMIC programmes for parents, whānau and families along with evaluations to validate effectiveness and identify improvements                                                                                                                                                                                                                                                                                                                                                                                                                      |      |      |      |      |      | PICI        | EDK, ELSA                  | <ul style="list-style-type: none"> <li>Reading Together</li> <li>DMIC</li> </ul>                                            |
| 11                                                                            | Initiate planning for equivalent literacy and numeracy programmes for families with children learning in Māori medium settings                                                                                                                                                                                                                                                                                                                                                                                                                                                               |      |      |      |      |      | PICI        | EDK                        | <ul style="list-style-type: none"> <li>Reading Together</li> <li>DMIC</li> </ul>                                            |

## APPENDIX 1: PAE ARONU I SUMMARY OF EVIDENCE

### LEARNERS

- Children have a right to a voice in matters that affect them and for that voice to be listened to. (United Nations Convention on the Rights of the Child)
- “Children and young people are experts on their own experiences in education. Only they can talk about whether the kind of experience we are trying to give our children and young people is what they are actually getting. ... It is time for everyone, especially in education, to be more deliberate and purposeful in how we incorporate children’s views and opinions when making decisions that affect them”. (Office of the Children’s Commissioner)
- “When tamariki and rangatahi feel undervalued or underrated because of their culture, this has a negative impact on their experiences in education and their identity. We heard from many rangatahi who felt that because they were Māori, they had not been treated equally”. (Office of the Children’s Commissioner)
- Learner agency raises the level of reciprocity in the interactions between teacher/school and learner. Reciprocity is important because it enables customised local curricula to be developed which reflect the passions and interests of learners. Responsive curricula can be particularly effective in stimulating learning achievement, especially when, “power is shared and learners have the right to equity and self-determination,” and, “learners’ understandings form the basis of their identity and learning”. (Education Review Office)
- Students’ perceptions of their school climate seem to be positively associated with their academic motivation, sense of school belonging, attitudes towards learning, and positive social behaviours and attitudes in general. (2014/15 TIMSS)
- “...Children and young people from all different learning environments stressed the importance of feeling happy and comfortable before they can learn and the impact that their learning environment has on their wellbeing...”. (Office of the Children’s Commissioner)
- The sense of belonging that year 9 learners experienced in their school environment was associated with both mathematics and science achievement. The same study found that bullying was associated with lower achievement in year 9 learners in both mathematics and science. (2014/15 TIMSS)
- Other reviewed research also shows that learners who are bullied are less likely to achieve academically. (Caygill et al, Hooper et al)
- There is a strong connection between students’ sense of belonging in school and their experiences of bullying at school, regardless of age. Across the OECD and in New Zealand, students who were classified as frequently bullied on the OCED’s Index of Exposure to Bullying also reported lower expectations to remain in education. (PISA and TIMSS)
- New Zealand students are highly motivated to achieve (above the OECD average) but experience high levels of school-work related anxiety. (PISA 2015 New Zealand Students Wellbeing Report)
- Student survey comments and interview accounts also point to friendships being associated with real gains in engagement in learning, seeing school in a more positive light as enabling a desired future, and in confidence, control over feelings, and more agency at school, with friends, and at home. (Wylie & Felgate)
- 70% of NZ students reported that they haven’t had adequate careers advice, with much of the guidance focussed on traditional jobs, rather than the opportunities evolving in the digital world. (Vodafone Future Job Finder NZ survey)

## PARENTS / WHĀNAU

- A number of strategic documents have recognised the critical role that parents and communities play in a well-functioning education system. For example, the Blueprint emphasised the need for more systematic engagement of parents and whānau (and also learners and employers) in the design of learner-focused education experiences is one of ten priority areas for the education system's performance improvement. (Blueprint for Education System Stewardship)
- The Best Evidence Synthesis recognises that an educationally powerful partnership between parents and communities combined with quality teaching would make the biggest difference to the success of all NZ's young people. Interventions aimed both at parents/whānau and also at teachers have the highest overall positive effect on student outcomes. (Robinson et al)
- "What the child brings to the class at the start of his or her schooling, as well as on each and every day, is critical to the outcomes of education...schools need to work in partnership with parents to make their expectations appropriately high and challenging, and then work in partnership with children and the home to realise, and even surpass, these expectations...". (Hattie)
- A 2017 US study found that parental involvement in school activities to support their own child was positively associated with achievement in reading and mathematics for that child and that this influence increased over time. Moreover, parental involvement in school activities to benefit the school had a beneficial effect on the academic achievement of all students at a school, even those whose parents were not themselves involved. (Park and Holloway)
- "...Whānau...have the single greatest influence on learners' achievement in a social context...". (Ministry of Education, Whakapūmautia, Papakōwhaitia, Tau ana)
- "Strong engagement and contribution from parents, families..." is one of two critical factors identified as making the biggest difference to Māori learner achievement. (Ministry of Education, Ka Hikitia)
- Educationally powerful connections require building a partnership/relationship between teachers/school and parents/whānau so that the confidence and knowledge of parents is increased in ways that will support learner outcomes. In the best instances, teachers and leaders had a two-way learning relationship with parents and whānau where they shared solutions and listened to each other's perspectives. As a result, many students made accelerated progress. (Education Review Office)
- When parents better understand assessments they are better equipped to set challenging but realistic expectations for learning. (Flavell)
- Recent market research revealed that parents generally want to know what they can expect, when they can expect it and what role they can play in their children's education. Other key themes from that research were:
  - Parents want the education system to recognise their children holistically; their interests, their learning styles, their wellbeing. Two in five parents reported that their child(ren) did not receive all the support they needed throughout schooling. Support that was lacking included learning support, subject specific assistance, a focus on personal well-being, and diagnosis of learning difficulty.
  - Genuine partnerships between parents and educators that mitigate a perceived power imbalance allows them to have a voice, and are focused on a shared understanding of their child and their learning.
  - Parents' key relationship is with their education provider and their child's teacher, but they rely on friends and family for information (even for significant issues). Parents want clearer communications, information that is accessible and able to be filtered, so that they are equipped to support their children.

- Almost all parents (94 percent) experienced at least one issue with a child in school (issues included bullying, stand downs, suspensions, informal suspensions, or issues with specific teachers), but most parents struggled to understand processes and roles in resolving these issues. (PICI Insights Study)
- For successful connections to develop, teachers must extend their own understanding about the educational cultures existing within the family context their students are a part of. Interventions that incorporated family and community knowledge into curriculum and teaching have been found to be extremely effective. (Robinson et al)
- Better outcomes for Pasifika learners will be achieved through a sense of connectedness and the creation of collective partnerships between schools/teachers and Pasifika parents, families, and communities, including churches. (Ministry of Education, Pasifika Education Plan)
- Pasifika families reported wanting schools to be open and inclusive places and wanted teachers who understand and respond appropriately to their cultural perspectives. (Flavell)

## WHĀNAU, HAPŪ AND IWI

- The Ministry and schools (as individual Crown entities) are obligated to uphold their Treaty of Waitangi responsibilities of partnership, participation and protection. (Ministry of Education)
- "...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". (Ministry of Education, 2017 BIM)
- Te Kotahitanga, Reading Together, and Developing Mathematical Inquiry Communities are examples of initiatives that have delivered accelerated achievement for Māori and Pasifika learners. They each recognise students' identity, language and culture and the importance of relationships with students and their families/whānau. (Alton-Lee)
- Understanding and sharing identity, building relational trust through reciprocity, active listening to iwi/hapū and being flexible have been identified as preconditions to facilitating collaborative connections between education providers and Māori communities, including iwi. (Berryman et al)
- There is iwi demand for partnership in education. (Ministry of Education, Whakapūmautia, Papakōwhaitia, Tau ana consultation process & Iwi Partnering with Kāhui Ako )
- Of the seven iwi from three regions interviewed, none had been invited to be part of Kāhui Ako within their rohe, despite the iwi wanting to be at the table. (Ministry of Education, Iwi Partnering with Kāhui Ako)
- "Relationships with Iwi have the potential to considerably enhance whānau contribution to raising achievement for and with Māori learners." (Ministry of Education, Whakapūmautia, Papakōwhaitia, Tau ana)
- "Strong engagement and contribution from students and those who are best placed to support them – parents and whānau, hapū, iwi, Māori organisations, communities and businesses – have a strong influence on students' success. Māori students' learning is strengthened when education professionals include a role for parents and whānau, hapū, iwi, and Māori organisations and communities in curriculum, teaching and learning. (Ministry of Education, Ka Hikitia)

## EMPLOYERS

- There is a positive correlation between learner outcomes, learner-employer engagement and perceptions of successful and confident labour market progression, status in the labour market and earnings. (Mann)
- Participation in four or more employer engagement activities while in school made young adults (19-24 years) five times less likely to be NEET, as well as earning on average 16% more. (Mann)
- In 2017, 46% of New Zealand firms had difficulties filling vacancies. Employers have a vested interest in ensuring that education system “leavers” perform from the moment they hit the ground in a job. (OECD)
- It is evident that employers often have difficulty engaging with learners and feel frustrated at the work-readiness and skills of young people. 41% of employers were dissatisfied or very dissatisfied with the readiness of school leavers for work. Just over one quarter of surveyed employers were dissatisfied or very dissatisfied with tertiary graduates. (Employers and Manufacturers’ Association)
- “We are not the experts in education ... we are the experts in saying what type of people we might want, so just partnering up is the key thing”. (Norman et al 2018)
- Some programmes have been established to meet the desire of employers to connect with young people. Some of these are being driven by employer groups like Chambers of Commerce and Council Economic Development Agencies.
- Recent Australian research shows that automation, globalisation and collaboration will dominate the future world of work. Young Australians will need to not only acquire foundation and technical skills but be able to use these in increasingly enterprising and creative ways and apply them in diverse environments. (Foundation for Young Australians)
- 43% of NZ employers reported that they had no links with the education sector. A further 19% reported that they had links with secondary schools and 41% reported that they had links with the tertiary sector. (Employers and Manufacturers’ Association)
- An analysis of 4.2 million unique job advertisements across 6000 websites showed that more employers are demanding enterprising skills among young employees. Demand for digital skills went up 212% over three years, while critical thinking increased 158%, creativity increased by 65% and presentation skills by 25%. (Foundation for Young Australians)
- Employers are publicly challenging a core function of the schooling system “that across a range of skills based roles, we do not require applicants to hold a formal qualification” and promoting work-based learning and micro-credentials to address the skills shortages they perceive exist. (<https://nztalent.org>)

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