

Cabinet Paper material

Proactive release

Minister & portfolio Hon Chris Hipkins, Minister of Education
Name of package Shaping a Stronger Education System with New Zealanders
Date considered 16 September 2019
Date of release 18 September 2019

These documents have been proactively released:

Cabinet paper – Shaping a Stronger Education System with New Zealanders

Date considered: 11 September 2019, Social Wellbeing Committee
Author: Ministry of Education

A3 – Shaping a Stronger Education System with New Zealanders

Date considered: 11 September 2019, Social Wellbeing Committee
Author: Ministry of Education
This document is publicly available [here](#).

Discussion Document – Shaping a Stronger Education System with New Zealanders

Date considered: 11 September 2019, Social Wellbeing Committee
Author: Ministry of Education
This document is publicly available [here](#).

Social Wellbeing Committee minute – SWC-19-MIN-0120

Date considered: 11 September 2019
Author: Cabinet Office

Cabinet minute – CAB-19-MIN-0472

Date considered: 16 September 2019
Author: Cabinet Office

Material redacted

Some deletions have been made from the documents as the information withheld does not fall within scope of the Minister's portfolio responsibilities, and is not relevant to the proactive release of this material.

You can read the Official Information Act 1982 here:

<http://legislation.govt.nz/act/public/1982/0156/latest/DLM64785.html>

In Confidence

Office of the Minister of Education

Chair, Cabinet Social Wellbeing Committee

Shaping a Stronger Education System with New Zealanders

Proposal

- 1 This paper outlines how we will respond to what we have heard through the Education Conversation | Kōrero Mātauranga to build a higher quality, more future-focused and inclusive education system for all New Zealanders. This paper seeks agreement to:
 - 1.1 in principle, an enduring vision for all education and all learners;
 - 1.2 updated objectives for our work programme;
 - 1.3 a draft *Statement of National Education and Learning Priorities and Tertiary Education Strategy* for consultation.
- 2 Together, these provide the strategic direction to steer actions across the education portfolio and system, so that there is a sustained collective focus on embedding changes that deliver better outcomes for all New Zealanders.

Executive Summary

- 3 We agreed in the Labour-New Zealand First Coalition Agreement to develop an enduring 30 year approach to education in New Zealand. This 30 year vision for education would be developed with all New Zealanders and would focus on children, young people and adults as life-long learners.
- 4 The proposed vision, objectives and priorities set out here deliver on that agreement. They have come out of the collective work across the Education Work Programme and New Zealanders' generosity in participating in Kōrero Mātauranga.
- 5 Annex 1: Pull out A3 *Shaping a Stronger Education System with New Zealanders*, provides the long term vision, objectives and actions through the Government's education work programme that have resulted from the Education Conversation | Kōrero Mātauranga with New Zealanders.
- 6 Our government has embarked on a comprehensive programme of change across the education system so that it supports better lives for every New Zealander. As part of this change programme government agencies will be working to build trust with the profession through more transparent and timely engagement.

- 7 We have made great strides in laying the foundations for this work and we have reached a point where we can take stock of what we have heard, what we have learned along the way and what we have delivered thus far.
- 8 We can now renew our efforts and reset the course for collective action.

There is much to be proud of in our education system...

- 9 Our children and young people, their whānau and our communities have exceptional and diverse strengths and talents, as do our teachers and other educators. Our diversity is a strength. Aotearoa New Zealand is a place for everyone, all cultures, ethnicities, and abilities.
- 10 In general, our learners at all ages perform well against international benchmarks of education success. We have learners and teachers that are as good as any in the world, and a New Zealand education is well regarded internationally.
- 11 Our Māori-medium education sector is world leading in indigenous education. It has been instrumental in the revitalisation of te reo Māori me ngā tikanga Māori for learners in the context of their whānau. Evidence shows that Māori learners in these settings achieve higher success rates than those in English-medium settings. Māori-medium education supports and enables ākonga/learners and their whānau to participate and contribute in both Te Ao Māori, New Zealand society and globally.

...but the world is changing...

- 12 The pace and significance of change is accelerating and bringing with it new opportunities and challenges. The future of work will see the impact of technology on jobs and careers grow rapidly, creating new jobs and replacing others.
- 13 Education as we know it will need to change and adapt, so New Zealanders are equipped with the skills and knowledge required to meet these challenges, and make the most of these new opportunities.
- 14 At the moment, too many New Zealanders are missing out on the benefits from the education system. Our Māori and Pacific populations are our fastest growing young populations and are the least well served by education. This is also disproportionately the case for students from low socio-economic backgrounds, students with disabilities and students with additional learning needs. If these children and young people become disengaged from education, the challenges of re-engaging become increasingly difficult, as do the negative impacts over their lifetimes.

...and we need to enable all New Zealanders to play a part.

- 15 If New Zealand is going to succeed in this changing world, we need to enable everyone to play a part. Our education system needs to include and be aspirational for all learners, but we are not there yet.
- 16 We heard about the expectations people have for education from early learning through schooling, tertiary study and ongoing learning while in employment in all parts of New

Zealand. The things people told us suggest that achieving our shared aspirations is within our collective reach.

- 17 We need a system where every person can see themselves and their culture in their learning contexts, and has agency over their success and how this is valued. We cannot meet our future challenges as a nation if we continue to leave the wellbeing and contribution of so many New Zealanders on the sidelines.
- 18 We need to give practical effect to Te Tiriti o Waitangi, by supporting Māori learners and whānau to exercise appropriate levels of agency and authority within the education system through strengthening Māori-Crown partnerships. This will enable Māori to help determine the look and feel of the education system to ensure that Māori feel that they belong and can achieve success as Māori. We need to ensure that the system is fit for purpose and responds to all learners while recognising the unique place of Māori as Treaty partners and the Government's commitment to honouring this partnership.
- 19 Achieving and sustaining the change New Zealanders want from our education system requires everyone in the system to work together on improvement and to build our collective capability to make a difference for learners and New Zealand. We also need to continue working to rebuild trust between government agencies, the education profession, families, whānau and communities.
- 20 I am seeking approval to the strategic statements from government that will provide the direction and coherence to this collaborative effort.
- 21 We have also heard that too often people have engaged in these processes and not experienced the changes they wanted to make a difference for them and their communities. We have listened to people tell us what they want and we will continue to work collaboratively on the design and implementation of the different components of the work programme. That means we will report back to people on how we are going and continue to listen and respond to what they tell us.
- 22 We are making these changes to the system so that:
 - 22.1 a New Zealand education enables individuals to grow, learn and excel;
 - 22.2 learners can contribute so their whānau and communities thrive;
 - 22.3 we collectively build a productive and sustainable economy and an open and caring society;
 - 22.4 Te Tiriti is honoured and there are Māori-Crown relationships that make a difference to learning.
- 23 This will require strong leadership across the system, and mechanisms that support collaboration and enduring feedback loops. Achieving this will take time, and we need to use an iterative approach that builds from our collective strengths and on-the-ground experiences. It will also require strong partnerships with whānau, hapū, iwi, and Māori.

Background

- 24 Last year, Cabinet agreed an ambitious Education Portfolio Work Programme covering early learning through to schooling, tertiary and beyond with the following objectives [SWC-18-Min-0004 refers]:
- 24.1 *Learners at the Centre*; Placing learners with their whānau at the centre of the education system with a much greater focus on personalised learning, strong foundations and lifelong learning, the recognition and celebration of diversity, and a focus on learning environments that are culturally and socially responsive;
 - 24.2 *Barrier-Free Access*; Breaking down the barriers to participation at all levels, with a particular focus on breaking down financial barriers by returning to the principle of a free public education that is available to all New Zealanders throughout their lives;
 - 24.3 *Quality Teaching*; Championing quality teaching and the importance of a respected and supported teaching profession at all levels of the system;
 - 24.4 *Quality Inclusive Public Education*; Investing in and backing our world-class, public education system for all students;
 - 24.5 *21st Century Learning*: Focusing on learning that is relevant to the lives that New Zealanders are living today, the technology they will interact with, and the types of skills that will provide them with the opportunities to thrive in all aspects of their lives.
- 25 We agreed that changing the education system so that it provides for all New Zealanders would be undertaken with New Zealanders through broad engagement and shared ownership. This included developing an enduring 30 year approach to education in New Zealand on a whole-of-portfolio basis and with a focus on children and young people as well as adults.

We have brought parents, whānau, iwi, employers and the wider community together with the education profession to listen to what New Zealanders want from education.

- 26 Through our Education Conversation | Kōrero Mātauranga, we have convened two education summits, and have received over 43,000 responses to the national education survey or to more specific surveys within different parts of the work programme. We have also welcomed people to hundreds of wānanga, fono, open meetings and design events across different parts of the programme. We have placed extra emphasis on ensuring that we have heard from those whose voices are not heard enough in education – young people, Māori and Pacific whānau and those from other ethnic communities, and disabled people and their families.
- 27 Over the past 18 months we initiated a conversation with Māori whānau and communities about what matters most in the education of Māori learners through a series of wānanga. Over 2000 learners, whānau and educators came along and discussed a wide range of issues and opportunities for Māori education.
- 28 We hosted eight Pan-Pacific education fono as well as a series of smaller ethnic and group specific fono. We heard from around 3500 Pacific people on a wide range of issues and opportunities in education and beyond.

- 29 Five hundred parents and young people attended our ethnic community events in Auckland, Wellington and Christchurch.

We heard that wellbeing, equity and inclusion are really important...

- 30 Learners/ākonga told us that their place of learning matters to their wellbeing and sense of belonging. They want to feel accepted, welcome, and valued for who they are, whether this is in tertiary education, early learning, or schooling.
- 31 Our diversity is a strength. Aotearoa New Zealand is a place for everyone, all cultures, ethnicities, and abilities. All New Zealanders should have access to high quality education and good life outcomes, and agency over the choices that get them there.
- 32 At the moment, too many Māori students, Pacific students, students from low socio-economic backgrounds, students with disabilities and students with additional learning needs are missing out on the benefits from the education system. Our Māori and Pacific populations are our fastest growing young populations and the least well served by education. This reflects a long history of these students being underserved by the education system, and particularly the effects of low expectations coupled with, for some, systemic racism and bias.
- 33 We heard that the education system needs to acknowledge and value Pacific identities, languages, and cultures, and learner and family wellbeing and that, for Pacific people, success is about the collective and a child's success is the success of the family.
- 34 The voices of our ethnic communities were clear that being accepted as Kiwis and not seen as immigrants is very important for their wellbeing, but so too is the recognition of their unique cultures.

...and that we need to give practical effect to Te Tiriti o Waitangi.

- 35 This Government is committed to working in partnership with Māori to achieve improved outcomes for ākonga and whānau and give practical effect to Te Tiriti o Waitangi. This means supporting Māori learners and whānau to exercise appropriate levels of agency and authority within the education system through strengthening Māori-Crown partnerships. We know that we need respectful partnerships that are consistent with the Māori-Crown relationship guidelines that we have approved [CAB-18-MIN-0456] and that can support meaningful change for Māori on the ground.
- 36 Among other things, this will mean enabling Māori to participate in the governance and leadership of early learning services, schools and kura. Māori need to be partners in determining the look and feel of the education system to ensure that Māori feel that they belong and can achieve success as Māori. We also need to keep growing strong practical relationships at the chalk-face on a day-to-day basis through initiatives such as Te Hurihanganui and Te Ahu o te Reo Māori.
- 37 We must focus on supporting Māori learners and whānau to be informed and demanding participants with high expectations of our education system and supporting our education workforce to better engage with Māori learners and whānau. We can also give practical effect to Te Tiriti o Waitangi and nurture te reo Māori as a taonga by strengthening our focus on the identity, language and culture of Māori learners within all learning environments.

Proactively Released by the Minister of Education

We also need to rebuild trust and reciprocity.

- 38 We have heard clearly that we need to do much more to restore trust across the system and at all levels; trust that the system will recognise and sustain the identity, language and culture of learners, whānau and communities. Trust that professionals will apply the practices that make the most difference for learners, trust that information will be used wisely and with integrity. Trust that when people are asked to be accountable they are also supported with the resources and capacity to do what is being asked of them. Trust that support and services will be there for those that need them, when they need them.
- 39 Government agencies will need to continue working to restore trust with the profession by ensuring that engagement is more authentic, transparent and timely.
- 40 We need to strengthen relational trust and reciprocal action. We need to be clearer about respective roles and responsibilities so that collaborative action is built on a shared understanding of how and why we do the things we do. We need to be clearer about the shared way forward and the things we value most.
- 41 The development of an Accord between NZEI, PPTA and the Ministry of Education is a key step to help bring parties together, to address a range of ongoing issues and to start building a high trust environment. The Accord establishes a joint working group, with an independent chair. It is an issues based problem solving approach intended to co construct solutions rather than to negotiate from a pre-determined position.

From this we have developed an enduring vision for all education and all learners

- 42 As agreed in the Labour-New Zealand First coalition agreement, we have developed a 30 year vision statement for education across all sectors for children, young people and adults.
- 43 I am seeking your agreement in principle to this vision which I intend to confirm following the consultation on the National Education and Learning Priorities and the Tertiary Education Strategy.
- 44 New Zealanders have generously shared their experiences of education and what they want our education system to deliver for them. This unprecedented level of engagement has helped shape a long term vision for education for all New Zealanders:

Whakamaua te pae tata kia tina – Take hold of your potential so it becomes your reality....

We are descendants of explorers, discoverers and innovators who used their knowledge to traverse distant horizons. Our learning will be inclusive, equitable and connected so we progress and achieve advances for our people and their future journeys and encounters.

Whaia te pae tawhiti kia tata – Explore beyond the distant horizon and draw it near!

- 45 This 'whakataukī as vision' is an expression of the system New Zealanders want and need. It is based on the culmination of voices we heard through the Kōrero Mātauranga. My expert advisory group, the Guardians of the Education Conversation, led by Judge Andrew Becroft, gathered the evidence from the Kōrero and distilled what was heard into this enduring, education-wide vision statement that speaks to our past and our future.

- 46 The vision is grounded in New Zealanders' aspirations for education – to enable every New Zealander to learn and excel, to help their whānau and communities thrive, and to build a productive and sustainable economy and an open and caring society.

This vision is already driving change in our education system

- 47 We've already delivered significant change:
- 47.1 funded new learning support coordinator roles in schools as part of the Learning Support Action Plan, to ensure learners are supported and their learning needs are met;
 - 47.2 provided significant investment in initiatives to strengthen te reo Māori, and invested in Te Hurihanganui, to build cultural capability in the education profession, and to support whanau as they support their children's education;
 - 47.3 provided the first year of tertiary education fees-free, to ensure all learners, or potential learners, have access to tertiary education and training;
 - 47.4 made the first decisions to create a unified system for all vocational education, to create a strong and sustainable system that delivers the skills that learners, employers and communities need to thrive;
 - 47.5 made changes to the fees that are charged in education, which have been placing pressure on family budgets, including the removal of NCEA fees so all learners can receive formal recognition of their achievement, and implemented the \$150 per student school donation policy for decile one to seven state and state-integrated schools;
 - 47.6 returned the Teaching Council to an entity governed by the profession itself, to make sure it meets the needs of the profession;
 - 47.7 invested \$150m in teacher supply initiatives and improved initial teacher education;
 - 47.8 as an action in the Child and Wellbeing Strategy, we announced that Year 1-8 students in up to 30 schools will be offered a free school lunch from Term 1, 2020. Up to 21,000 students in around 120 schools will eventually benefit from this prototype by the beginning of 2021.
 - 47.9 recently settled wage and other claims with primary and secondary teachers and principals, and established an accord for ongoing collaboration. The development of an Accord between NZEI, PPTA and the Ministry of Education is a key step to help bring parties together, to address a range of ongoing issues and to start building a high trust environment;
 - 47.10 agreed the next steps of the curriculum, progress and achievement Ministerial advisory group. This will establish a robust teaching and learning-focused approach to ensure students make progress in the learning they need through a curriculum that is relevant, meets their aspirations and those of their whānau, and recognises their progress;

- 47.11 made changes to strengthen NCEA, by integrating te ao Māori and mātauranga Māori in the design of achievement standards;
- 47.12 released a National Education Growth Plan to ensure we have environmentally sustainable schools, kura and classrooms when we need them and where we need them.

There is still more change to come.

- 48 I will be bringing the remaining major deliverables to Cabinet for decisions in the next few months. Once complete, this will conclude the foundation stage of the Education Portfolio Work Programme. Our focus will then shift to working with the education profession and the wider community on detailed design and implementation, with an emphasis on making staged and sustainable improvements over the short, medium and longer term. These deliverables will include:
 - 48.1 the early learning strategic plan, developed with the early learning ministerial advisory group to identify the short, medium and long term steps needed for a high quality early learning system that has the wellbeing of learners at the centre, enables all children to achieve their full potential, and supports their identity, language and culture;
 - 48.2 Government's response to the independent taskforce's report on the review of Tomorrow's Schools, outlining any changes we need to make to governance, management and administration in education to ensure the fitness of the school system to meet the challenges we face, and to achieve equity and excellence;
 - 48.3 the education workforce strategy, developed in partnership with the sector to, ensure that education has the capable and motivated workforce in sufficient quantity to meet demand and enable all learners to thrive in New Zealand for the short, medium and long term;

We have updated our education work programme objectives

- 49 Appendix 2 (Discussion document - Shaping a stronger education system with New Zealanders) sets out the vision for the education system and our updated objectives. We have used what New Zealanders have told us through the Kōrero Mātauranga to describe what achieving those objectives will mean for learners and their whānau, for our education workforce, and for the wider community that contributes to and benefits from our education system.
- 50 We have also used what New Zealanders told us to inform our input into the development of the Government's Child and Youth Wellbeing Strategy. The strategy takes a whole of government approach to supporting and improving wellbeing for all children and young people, which the vision for education and the education work programme objectives support.

Learners at the centre of education

- 51 New Zealanders told us, in the strongest terms, that every learner and their whānau should be free from racist behaviour by individuals, and from broader institutional practices that embed racism. All forms of bullying – physical, verbal, social, and cyber –

and all forms of racism and harassment need to be eliminated as they are detrimental to wellbeing.

- 52 New Zealanders told us that whānau are central to children and young peoples' learning and wellbeing inside and beyond the state education settings.
- 53 Through the fono we heard that success for Pacific people is a collective and not a competitive concept. It includes the achievements of family and community, not just the individual.
- 54 Learners, whānau, families and their communities should be encouraged and supported to be informed and demanding partners in education who can exercise agency and authority. The voices of children, young people their families and whanau need to be sought out and listened to. This will lead to educationally powerful partnerships and clarity about respective roles, rights and responsibilities.
- 55 The importance of whānau is also clear throughout peoples' life-long learning as we learn and grow throughout our careers and as we educate our next generation. New Zealanders also highlighted that wellbeing and belonging are fundamentally entwined with learning. Education needs to attend to wellbeing and belonging as a core part of what New Zealanders want from education.

Barrier free access

- 56 Education must be available and deliver for all. This is not happening now at great cost in real terms and in lost potential for those poorly served, their communities and New Zealand as a whole. Barriers that stop learners from fully participating in education, including financial and physical barriers, need to be reduced, so all learners have access to equitable opportunities and outcomes. We need to support full accessibility and equity for all learners, including ensuring disabled students are able to get to school and navigate school facilities without barriers.
- 57 In this objective, we are clear that this is about providing great education opportunities to achieve valued outcomes for every New Zealander. We still need to invest to make this happen, but investment is not just financial, it is also the application of focus, effort and expertise.

Quality teaching and leadership

- 58 Quality teaching and leadership puts in place the things that make the most positive difference for learners. This includes, among other things, reflecting the identity, language and culture of Māori learners in classroom practice; building strong relationships with Māori learners and their whānau that support teaching and learning; being aware of the impact of racism and discrimination and actively eliminating these from classroom practices.
- 59 Quality practice also needs to support the concept of collective success for Pacific people that values the achievements of family and community along with the individual.
- 60 This reflects the critical role that leadership for learning has at all levels of the system, the enormous difference that great leadership can make in leading change, as well as the support and focus leaders can bring to day-to-day learning.

61 A number of the education work programme Ministerial advisory groups have confirmed to me the importance of quality teaching and leadership and how over the years we have not paid sufficient attention to attracting, developing and networking our leaders across the system.

Future learning and work

62 New Zealanders told us that learning needs to be relevant to their lives now and in the future, as we meet the changing opportunities and challenges of the future of work. They emphasised that this needed to include all learning from early childhood education through school, to tertiary education and into a greater emphasis on citizenship, pathways to employment and lifelong learning. For Māori learners, this means acquiring the skills to participate in te ao Māori, New Zealand society and the global context.

World-class inclusive public education

63 The work programme and the Kōrero Mātauranga have confirmed that parts of our system need to be strengthened, while other parts need more fundamental reform. In particular, we need to change from a relatively low trust, high compliance system towards a high trust system that is adaptive and responds to the needs of all learners and our changing world. Government agencies will need to take a lead role in rebalancing trust across the system.

64 The design and implementation of these improvements to education for all New Zealanders is implicit in Government’s kāwanatanga role and it needs to work alongside tino rangatiratanga, the ability of Māori to have self-determination over their education and be empowered to find local solutions led by Māori.

The National Education and Learning Priorities and the Tertiary Education Strategy

65 Government cannot achieve these objectives on our own. What happens in our places of learning matters most, and the success of our work programme depends on every education provider playing their part in realising New Zealand’s vision for all learners.

66 Two of our key instruments to focus practical change for ākonga are the Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES).

67 For the first time ever, we are taking an integrated approach to the strategic priorities we set across early learning, schooling and tertiary education – driven off the strategic objectives outlined above. I have prepared a NELP and TES discussion document for consultation (Annex 2) to test these proposed priorities for education providers as part of the next stages of the Kōrero Mātauranga. Both these tools are enabled by the Education Act and require consultation with the education sector.

68 The priorities I am proposing for each education work programme objective, are:

The Statement of National Education and Learning Priorities – proposed priorities:	
<i>Objective 1: Learners at the centre – learners with their whānau are at the centre of education</i>	
1	Make sure that every learner/ākonga feels safe, appreciated and included for who they are, including their identity, language, and culture, and learning needs.

2	Include family and whānau as partners central to the learning and development of every learner/ākonga.
<i>Objective 2: Barrier-free access – great education opportunities and outcomes are within reach for every learner</i>	
3	Have high expectations for every learner/ākonga and eliminate practices that limit access across the curriculum.
4	Support successful transitions into, within, and from places of learning.
5	Ensure financial and other barriers for learners/ākonga and their whānau do not prevent equitable access to teaching, learning and participation in the life of the early learning service or school.
<i>Objective 3: Quality teaching and leadership – quality teaching and leadership make the difference for learners and their whānau</i>	
6	Grow their workforce to strengthen teaching and leadership and to contribute to a stronger profession across the system.
7	Incorporate te reo Māori and tikanga Māori in the everyday life of the place of learning.
<i>Objective 4: Future of learning and work – learning that is relevant to the lives of New Zealanders today and throughout their lives</i>	
8	Ensure they offer learning that equips learners/ākonga with an understanding of New Zealand’s cultural identities and our history.
<i>Objective 5: World class inclusive public education – New Zealand education is trusted and sustainable</i>	
9	Develop relationships with their local iwi and hapū and communities to align aspirations and strategic direction setting.

The Tertiary Education Strategy – proposed priorities:

<i>Objective 1: Learners at the centre – learners with their whānau are at the centre of education</i>	
1	Make sure tertiary environments are safe, inclusive and responsive.
<i>Objective 2: Barrier-free access – great education opportunities and outcomes are within reach for every learner</i>	
2	Understand and respond to the needs and aspirations of learners/ākonga.
3	Develop clear and supported pathways to enable learners/ākonga to achieve their aspirations.
4	Create a wide range of education options and delivery models to enable lifelong learning.
<i>Objective 3: Quality teaching and leadership – quality teaching and leadership make the difference for learners and their whānau</i>	
5	Invest in their staff in ways that strengthen their practice and align to the needs of learners/ākonga, industry, employers and communities.
6	Incorporate te reo Māori and tikanga Māori in the everyday life of the place of learning.
7	Deliver culturally and personally responsive teaching and learning.
<i>Objective 4: Future of learning and work – learning that is relevant to the lives of New Zealanders today and throughout their lives</i>	

8	Move the focus of teaching and learning more strongly towards workplaces.
9	Rethink what we teach and learn for the changing nature of work.
10	Deliver enabling careers guidance and information.
11	Encourage TEOs and employers to work collaboratively in upskilling current employees.
<i>Objective 5: World class inclusive public education – New Zealand education is trusted and sustainable</i>	
12	Recognise and value our unique national identity.
13	Enhance the contribution of research to the wellbeing of New Zealand.

- 69 I propose that consultation on the NELP and the TES, based on the discussion document, take place during September and October 2019.
- 70 Decisions on the TES will be sought first to ensure a new instrument is in place for when the current TES expires at the end of this year. Consultation on the NELP can continue for slightly longer. The final document I publish, however, will be a combined one.
- 71 Significant public engagement has already been carried out to inform this draft of the NELP and the TES through the Education Conversation | Kōrero Mātauranga and targeted engagement with key stakeholders and to reach the voices of those people that were underrepresented through Korero Mātauranga. In addition to this engagement, the draft NELP and TES have also been informed by evidence about how our education system is performing, and the things that providers and educators can do that will make the most difference.

Alignment with wider government strategies and commitments

- 72 Child and Youth Wellbeing strategy – The same priorities came through from New Zealanders on education as in the Child and Youth Wellbeing Strategy. Education has a role to play and a contribution to make across all areas of the Child and Youth Wellbeing Strategy, as part of shaping an education system that delivers equitable and excellent outcomes. There are important connections already being made between the Wellbeing Strategy and many aspects of the Education Work Programme. This includes the recently announced free and healthy lunches in schools initiative.
- 73 Maihi Karauna – Growing and using Te Reo is a key part of multiple education objectives including ensuring that the Māori medium education pathway is strong.
- 74 Welfare overhaul – the proposed priorities and objectives align with the work currently underway through the welfare overhaul, particularly around supporting upskilling and better long-term employment outcomes.
- 75 New Zealand Disability Strategy – Education is a key outcome of the New Zealand Disability Strategy. Disabled people want an excellent education and to achieve their potential through their lives. This is a central theme of the education work programme which seeks to achieve an education system that is welcoming and provides an accessible, inclusive education for all

- 76 United Nations Convention on the Rights of People with Disabilities (UNCRPD) – Government has committed to the UNCRPD. Disabled people have told us that they want a system that is welcoming, of high quality, providing real choices and including learning the value of diversity that fosters a sense of belonging and pride in all disabled learners and disabled parents and carers.
- 77 Our economic strategy – Education has a critical role to play in particular through objectives and actions about future of learning and work.
- 78 The Employment Strategy and the Youth Employment Action Plan – education has a critical role to play in improving employment outcomes for young people, particularly those at risk of becoming NEET(not in education, employment or training), as well as ensuring on-going flexibility in the workforce through strong foundational skills and opportunities for life-long learning.
- 79 I will be taking opportunities to align the education work programme with Government's agreed regional approach, for example, through the regional parts of the national education growth plan.

We need to continue to work together to make the vision reality

- 80 With the foundation stage of the education work programme nearing completion, our focus now needs to shift to working with the education profession and the wider community on detailed design and implementation, with an emphasis on making staged and sustainable improvements over the short, medium and longer term.
- 81 I intend to continue developing measures and indicators of the progress and success these actions are delivering. We have heard about the importance of communities being able to define what success looks like.
- 82 The Ministry of Education will use the channels of engagement that have been developed through Kōrero Mātauranga to continue to build our understanding of what success against these objectives looks like for New Zealanders, including from the perspective of different communities and to discuss progress along the way. Developing a common approach to this will support transparency about how we are going, build trust around the desired outcomes, and provide important insights for ongoing improvements to the system. These success indicators will also be of interest for the Living Standards Framework as it emerges.

Consultation

- 83 The Department for the Prime Minister and Cabinet, State Services Commission, Ministry of Justice, Department of Corrections, Department of Internal Affairs and the Office of Ethnic Communities, Education New Zealand, Education Review Office, Oranga Tamariki – Ministry for Children, Ministry for Culture and Heritage, Ministry for Pacific Peoples, Ministry for Women, Ministry of Business, Innovation and Employment, Ministry of Health, Ministry of Social Development and the Office for Disability Issues, Ministry of Youth Development, New Zealand Qualifications Authority, Tertiary Education Commission, Office of the Children's Commissioner, State Services Commission, Te Arawhiti – Office for Māori Crown Relations, Te Puni Kōkiri, Treasury, and the Human Rights Commission have been consulted on this paper.

Financial Implications

- 84 Decisions arising from the outcomes of reviews discussed in this paper are likely to have fiscal implications. Any new funding sought from actions arising from the reviews will be considered in future Budgets alongside other Government priorities and within the constraints of the Government's fiscal strategy.

Proactively Released by the Minister of Education

Impact Analysis

- 85 For those reviews that have regulatory implications, a Regulatory Impact Assessment or equivalent will be provided when I report back to Cabinet on policy options for the reviews.

Human Rights

- 86 This proposal is consistent with the New Zealand Bill of Rights Act 1990 and the Human Rights Act 1993.

Legislative Implications

- 87 There are no legislative implications associated with this paper, however the individual work programmes mentioned in this paper may have legislative implications.
- 88 There are two legislative vehicles in the current Legislation Programme for progressing this work as needed:
- 88.1 Education (Vocational Education and Training Reform) Amendment Bill holds a category two priority (must be passed this year). This bill will implement reforms to New Zealand's vocational education and training system;
- 88.2 the Education and Training Bill (ETB) holds a category four priority (to be referred to a select committee) in the 2019 Legislation Programme. This bill will implement other reforms identified through the education work programme.

Disability Perspective

- 89 Disabled people are under-served by the current education system and have significantly poorer employment outcomes than the general population. An explicit focus of the education system transformation is the need for equal opportunities to access, success and employment outcomes for disabled people.
- 90 The views of disabled people have been actively sought and integrated into this work, through the Kōrero Mātauranga, online surveys, wānanga, fono and broad engagement on reviews. Key priorities for disabled people and those needing additional learning support are reflected in this paper.
- 91 When designing the future education system, I will ensure we work to address the demand for equal access to opportunities in education and increased visibility of disability perspectives so that education supports the personal, academic, social and economic development of disabled people and their whānau throughout their lives.

Treaty of Waitangi implications

- 92 Our education system underserves Māori learners and whānau. This contributes to poorer outcomes for Māori people and New Zealand as a whole. There is an urgent need to improve our performance for Māori learners and whānau.
- 93 Through the Kōrero Mātauranga, we have very clear messages from Māori about what they seek from our education system. Together with the Associate Minister of Education (Māori Education), I have incorporated these themes into the vision and objectives for our education system. These will provide touchstones and criteria for the development of all

components of our overall education work programme. We expect that each component will (a) identify how it is responding to the vision and objectives for Māori learners and whānau and (b) highlight the practical steps being undertaken to improve outcomes and the day-to-day experience for Māori learners and whānau.

- 94 Ka Hikitia (the Māori Education Strategy) will provide an organising framework for our services and programmes for Māori learners and whānau across the Education Work Programme and will be the platform for ongoing development.

Gender Implications

- 95 Learner/ākonga gender has been identified as a factor that can have negative implications for learners throughout the education system. Those who identify as LGBTQIA+ often feel unsafe in their education settings and their practical needs are often not met. Male learners, particularly Māori and Pacific learners, report experiencing racism, discrimination, low expectations, and conscious and unconscious bias.
- 96 Female learners are less likely to attempt science, technology, engineering and mathematics subjects for NCEA, and if they do not attain basic school-level qualifications are less likely to enter tertiary education and are more likely to be employed in minimum wage jobs. They are underrepresented in vocational education, (although this partly reflects their higher representation at university study). Women that do participate in vocational education are underrepresented in traditional trades, and are overrepresented in industries like personal services and human welfare that have lower employment and income outcomes.
- 97 The objectives for education, and the NELP and TES priorities, are intended to encourage schools to recognise how gender, among other factors, can influence a learner's experience of, and engagement with, education, and make it a requirement for places of learning to ensure all learners/ākonga feel safe, included, and have their needs met, regardless of their gender. These objectives and priorities, once implemented by places of learning, seek to improve learner/ākonga experiences in education, and improve outcomes for all.

Publicity

- 98 I intend to release the discussion document for consultation as soon as possible following Cabinet approval of this paper, supported by a media release.

Proactive Release

- 99 I intend to release this paper proactively.

Recommendations

- 100 The Minister of Education recommends that the Committee:
- 1 **note** the progress made to date on the Government's engagement with new Zealanders and the education work programme
 - 2 **note** the long term whole of portfolio approach to education including an enduring vision and objectives to guide action-oriented strategies and action plans

- 3 **note** the Labour-New Zealand First Coalition Agreement included an agreement to develop an enduring 30 year approach to education in New Zealand.

Proactively Released by the Minister of Education

- 4 **agree in principle** to the following 30 year vision for education as part of this approach:

Whakamaua te pae tata kia tina – Take hold of your potential so it becomes your reality....

We are descendants of explorers, discoverers and innovators who used their knowledge to traverse distant horizons. Our learning will be inclusive, equitable and connected so we progress and achieve advances for our people and their future journeys and encounters.

Whaia te pae tawhiti kia tata – Explore beyond the distant horizon and draw it near!

- 5 **agree** the updated objectives for the education work programme:
- 5.1 **Learners at the centre.** Learners with their whānau are at the centre of education;
 - 5.2 **Barrier-free access.** Great education opportunities and outcomes are within reach for every learner;
 - 5.3 **Quality teaching and leadership.** Quality teaching and leadership make the difference for learners and their whanau;
 - 5.4 **Future learning and work.** Learning that is relevant to the lives of New Zealanders today and throughout their lives;
 - 5.5 **World class inclusive public education.** New Zealand education is trusted and sustainable
- 6 **approve** the draft *Statement of National Education and Learning Priorities and Tertiary Education Strategy* for consultation
- 7 **note** that Cabinet has recently approved the next phase of consultation on the Pacific Education Action Plan
- 8 **note** that Cabinet has recently taken decisions on the Reform of Vocational Education
- 9 **note** that over the remainder of this year I, and my Associate Ministers of Education, intend to ask Cabinet to make decisions on the following components of the education work programme:
- 9.1 agreement to consult, then consideration of the final Ka Hikitia;
 - 9.2 consideration of the Education Workforce Strategy;
 - 9.3 consideration of the strategic plan for early learning – *He taonga te tamaiti*;
 - 9.4 decisions on Tomorrow’s Schools Review;
 - 9.5 Education and Training Bill; and
 - 9.6 Education (Vocational Education and Training Reform) Amendment Bill.

Authorised for lodgement

Hon Chris Hipkins

Minister of Education

Proactively Released by the Minister of Education



Cabinet Social Wellbeing Committee

Minute of Decision

This document contains information for the New Zealand Cabinet. It must be treated in confidence and handled in accordance with any security classification, or other endorsement. The information can only be released, including under the Official Information Act 1982, by persons with the appropriate authority.

Shaping a Stronger Education System with New Zealanders

Portfolio Education

On 11 September 2019, the Cabinet Social Wellbeing Committee:

- 1 **noted** the progress made to date on the government's engagement with New Zealanders and the education work programme, as outlined in the paper under SWC-19-SUB-0120;
- 2 **noted** the long-term whole of portfolio approach to education including an enduring vision and objectives to guide action-oriented strategies and action plans;
- 3 **noted** that the Labour-New Zealand First Coalition Agreement included an agreement to develop an enduring 30 year approach to education in New Zealand;
- 4 **agreed in principle** subject to further consultation as per paragraph 6 below, to the following 30 year vision for education as part of this approach:

Whakamaua te pae tata kia tina – Take hold of your potential so it becomes your reality....

We are descendants of explorers, discoverers and innovators who used their knowledge to traverse distant horizons. Our learning will be inclusive, equitable and connected so we progress and achieve advances for our people and their future journeys and encounters.

Whaia te pae tawhiti kia tata – Explore beyond the distant horizon and draw it near!

- 5 **agreed** to the updated objectives for the education work programme:
 - 5.1 *Learners at the centre.* Learners with their whānau are at the centre of education;
 - 5.2 *Barrier-free access.* Great education opportunities and outcomes are within reach for every learner;
 - 5.3 *Quality teaching and leadership.* Quality teaching and leadership make the difference for learners and their whanau;
 - 5.4 *Future learning and work.* Learning that is relevant to the lives of New Zealanders today and throughout their lives;
 - 5.5 *World class inclusive public education.* New Zealand education is trusted and sustainable;
- 6 **approved** the draft Statement of National Education and Learning Priorities and Tertiary Education Strategy, attached to the submission under SWC-19-SUB-0120 for consultation;

- 7 **noted** that in July 2019, the Cabinet Social Wellbeing Committee approved the next phase of consultation on the Pacific Education Action Plan [SWC-19-MIN-0090];
- 8 **noted** that Cabinet has recently taken decisions on the Reform of Vocational Education [CAB-19-MIN-0354, CAB-19-MIN-0426];
- 9 **noted** that over the remainder of 2019, the Minister of Education and the Associate Ministers of Education, intend to ask Cabinet to make decisions on the following components of the education work programme:
- 9.1 agreement to consult, then consideration of the final Ka Hikitia;
 - 9.2 consideration of the Education Workforce Strategy;
 - 9.3 consideration of the strategic plan for early learning – *He taonga te tamaiti*;
 - 9.4 decisions on Tomorrow’s Schools Review;
 - 9.5 Education and Training Bill; and
 - 9.6 Vocational Education Legislation Bill.

Vivien Meek
Committee Secretary

Present:

Hon Kelvin Davis
Hon Dr Megan Woods
Hon Chris Hipkins
Hon Andrew Little
Hon Carmel Sepuloni (Chair)
Hon Dr David Clark
Hon Nanaia Mahuta
Hon Stuart Nash
Hon Jenny Salesa
Hon Kris Faafoi
Hon Tracey Martin
Hon Peeni Henare
Hon Aupito William Sio
Hon Poto Williams
Jan Logie, MP

Hard-copy distribution:

Minister of Education

Officials present from:

Office of the Prime Minister
Officials Committee for SWC
Office of the Chair of SWC



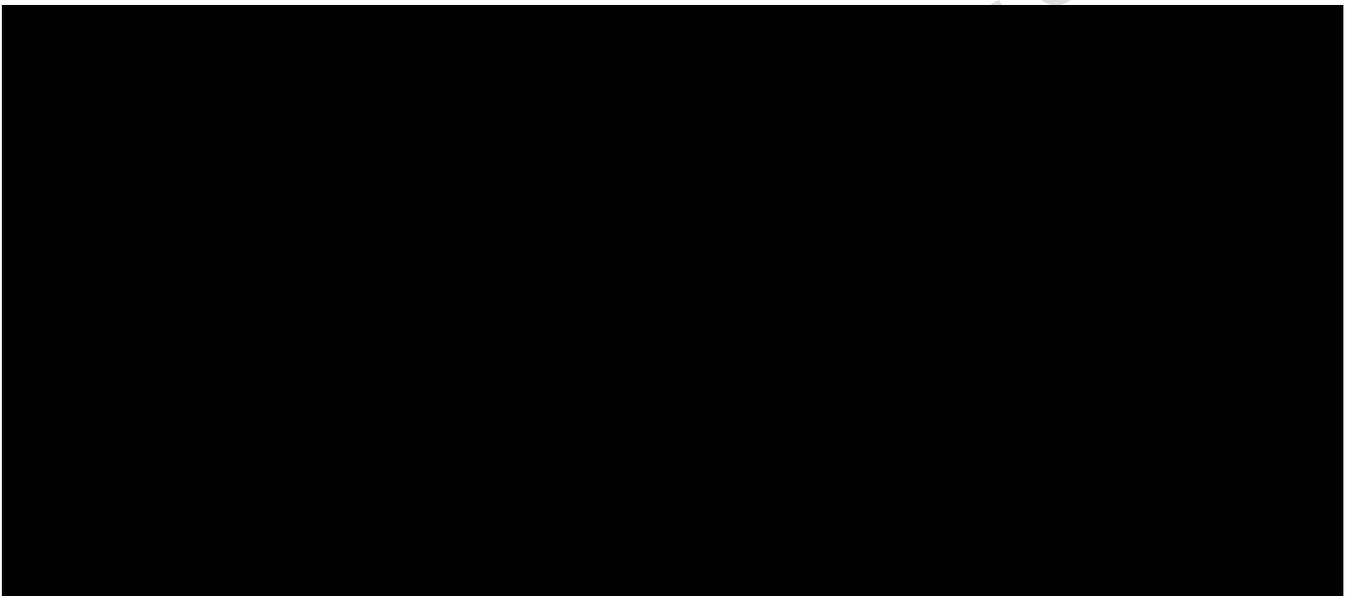
Cabinet

Minute of Decision

This document contains information for the New Zealand Cabinet. It must be treated in confidence and handled in accordance with any security classification, or other endorsement. The information can only be released, including under the Official Information Act 1982, by persons with the appropriate authority.

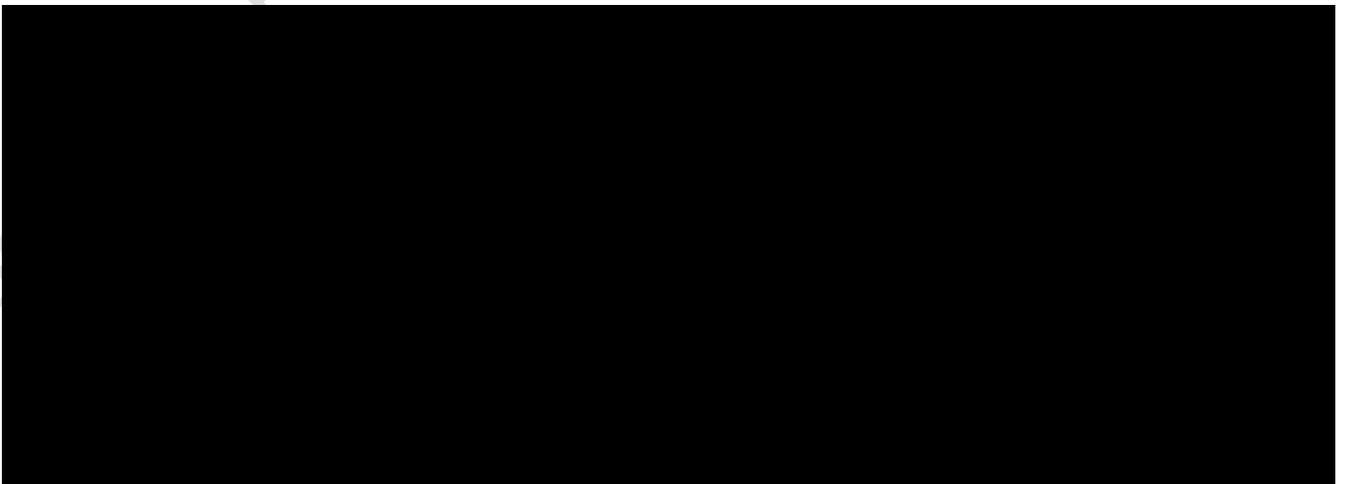
Redactions made as content outside scope of Minister's portfolio responsibility
**Report of the Cabinet Social Wellbeing Committee: Period Ended
13 September 2019**

On 16 September 2019, Cabinet made the following decisions on the work of the Cabinet Social Wellbeing Committee for the period ended 13 September 2019:



SWC-19-MIN-0120 **Shaping a Stronger Education System with
New Zealanders**
Portfolio: Education

CONFIRMED





Redactions made as content outside scope of Minister's portfolio responsibility

Michael Webster
Secretary of the Cabinet

Hard-copy distribution:
Cabinet Social Wellbeing Committee

Proactively Released by the Minister of Education