

Education Report: Refined proposal for the 2018 Summit series

To:	Hon Chris Hipkins, Minister of Education		
Date:	15 December 2017	Priority:	Medium
Security Level:	In Confidence	METIS No:	1096385
Drafter:	Ross Clapcott	[REDACTED]	
Key contact and number:	Dr. Andrea Schöllmann Emily Fabling		
Messaging seen by Communications team:	Yes	Round robin:	No

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Purpose of report

1. This report outlines our refined proposal for a strategic education summit series in 2018.

Refined summit series proposal

Overview

2. Following discussion with you and your associate Ministers, we have refined the proposed summit series to your preferred option of an initial summit series of four summit events. Each one-day summit has the same theme and sub-theme content. These initial summits effectively provide a national conversation convened in four locations to enable access and broad participation.
3. The initial summit series is proposed for early May 2018.
4. We have positioned the first summit series as the potential start to an integrated engagement approach. This could see an ongoing summit series providing the high-level strategic engagement and direction-setting, focused events feeding into and from the summits conversations, and both of these informing and being informed by the detailed priority work-streams.
5. This integrated approach for the refined summit proposal is illustrated as an [REDACTED] [REDACTED] The A3 links the summits to the relevant priority work, noting

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that this part of the A3 is a summary of the much more detailed outline contained in your three work programme A3s.

Objectives

6. The summit series will be designed to enable an ambitious whole-of-education conversation on the direction of travel for education – the progress that has been made, the big challenges we face, and where we need to work together on the tasks ahead,
7. The initial series will set the scene for engagement on the Government's big work programme priorities that require significant engagement for the next two to three years, specifically; the review of Tomorrow's Schools, a system that values and can focus on progress, and a system that equips people with skills, and the ability to adapt those skills, throughout their working life.

Key features of the Summits

Audience - Broad participation and new voices

8. The summits will cover the whole education system - early learning, schooling, tertiary and lifelong learning.
9. The audience will include education professionals from across the sector – teachers, principals, early learning and tertiary leaders, academics and researchers as well as a broader audience of young people, parents, whānau, employers, iwi, and community people. Each summit is expected to have 250-350 attendees.
10. This means that the summits will need to enable the big whole of education conversation (using the theme) and then be able to shift, at the right time, into more focused conversations that are of critical relevance to different parts of the audience (using the sub themes).
11. The summits will also bring new provocative voices to the table, using a provocateur group to bring challenge and stretch the conversation beyond current thinking. New voices could also include leaders from other sectors and systems to illustrate potential new paths and options.
12. New voices can also include international speakers - In person and/or using digital channels to share their experiences in relevant jurisdictions, bring cutting edge knowledge to the conversation, e.g. neuroscience and learning.

Summits 'working' theme and sub-themes

13. Our discussion with you confirmed the need for a theme and concurrent sub-theme approach. The theme needs to be inclusive and highly relevant for the whole audience and needs to engage that audience.
14. Sub themes need to enable the next level of direction setting conversation. Their purpose is twofold; to provide critical relevance for different parts of the audience, and to enable discussions that set up for engagement on government's priorities.
15. We recommend that we proceed with the working themes and sub-themes discussed with you and identify final themes as soon as possible using the co-design group covered later in this report. We will report to you on final options.

16. The working theme is: *The value/purpose of education* <or the education challenge>. Working sub-themes are:

- i. *Māori education success as Māori*
- ii. *Progress across the curricula and beyond*
- iii. *Education and the future of work*
- iv. *Building a stronger education system*

Integration with priorities and key strategic work

17. The summit conversations need to step off the current point of education progress, state of knowledge and debate – not take participants back to a blank slate.
18. This means that the initial series, and potentially those that follow, will have work leading up to them, inputs to start the conversation, engagement at the events themselves and then follow up work to make change happen. In this way, the summits will be integrated into the priority work and not be isolated standalone events.
19. Work leading up to the summits could include specific discussion papers, e.g. on Tomorrow's Schools as well as pre-scheduled engagements from work already in train, e.g. work on measuring progress will be underway and able to design in engagement at the right level for a summit conversation. Our initial list includes:
- How are we going against the objectives for education:
 - i. Excellence and equity challenge papers
 - ii. Māori education and Pasifika education
 - iii. Evidence briefs being prepared for the NELP
 - iv. Quality early learning – state of play and next steps.
 - Tomorrow's Schools-state of-play and opportunities discussion paper
 - Regional hui input (and Māori perspective and Pasifika perspective within all of these inputs)
 - Progress co-developed discussion paper 0-18+
 - Transitions from schooling to tertiary and employment and VET papers
 - Other inputs from stakeholders.
20. Follow on work needs to include the key priorities outlined in para five above and will also enable engagements on the key strategy tools, such as the Tertiary Education Strategy, the ten year ECE strategy and the statement of National Educational Priorities. Note that we will be reporting back to you in January on timing options for the latter, including an early engagement option.
21. Our challenge will be to create opportunities to join up engagement that follows. We can use specific focused events, utilise existing sector events, provide digitally enabled

engagement, undertake engagement in regions, as well as running white paper/discussion paper type processes.

Co-design, partnership and provocation

22. For the summits to meet their objective of enabling an ambitious direction setting conversation, it is important that they are not perceived as Government simply transmitting its agenda. There is an opportunity to partner with other organisations and parts of the sector and provide them with sections of the conversation to prepare inputs for and lead.
23. The summit series provides an important opportunity to give effect to partnership with Māori in education, equity of outcomes for Māori children and young people, and the role of the education system in protecting Te Reo now and into the future. The attached A3 illustrates how this can be a core element of the summit series. It includes the potential for early regional hui to enable Māori education discussion at the summit to be well positioned and future focused, co-design and potential co-hosting at the summits themselves, post-summit working hui to inform key work-streams, and a possible large scale national hui in 2019.
24. The summits design provides potential lead roles for your Associate Ministers, in particular Hon. Davis and Hon. Salesa on Māori education and Pasifika education respectively.
25. As noted earlier, the summits need to step off the current point of education progress, state of knowledge and debate. For this to happen they need to be co-designed by a group of people who can bring this knowledge to the design table. This includes:
 - Ministry and education agency education experts and event managers
 - Māori as treaty partners, potential co-hosts and education experts
 - Pasifika education and/or community experts
 - Education experts from across the parts of the system, (individuals rather than sector organisation representatives)
 - One or two provocateurs brought in at the design stage.

Planning and logistics

Timing

26. We propose the summits are held in the first two weeks of Term 2, 2018. This will allow participants to receive papers prior to the event. It will also allow enough time for external speakers and education experts to prepare meaningful sessions and interactions.
27. Consideration was given to holding the summits in April, however with Easter and the school holidays there are minimal available dates. Subject to your availability, the proposed dates are:
 - Wednesday 2 May 2018
 - Friday 4 May 2018
 - Wednesday 9 May 2018
 - Friday 11 May 2018

- Friday 11 May 2018

Locations


28. To ensure the summits are accessible to attendees throughout the country, we propose holding the series in Dunedin, Christchurch, Wellington and Auckland.
29. Educational venues were approached but due to teaching commitments during the semester, no suitable educational venues were available. Consequently we are exploring the availability of civic venues. An option for Wellington could be to hold the Wellington Summit at Parliament.

Recommended actions

The Ministry of Education recommends you:

- **agree** to the proposal as an initial design specification for planning work to start
Agree / Disagree
- **agree** to the Ministry establishing a co-design group to take the design and planning to the next stage
Agree / Disagree
- **agree** to the dates and locations proposed in this paper so event planning can proceed prior to Christmas
Agree / Disagree
- **note** that we will report to you in the New Year on the co-design group, provocateur group, speaker options and an update on planning and logistics

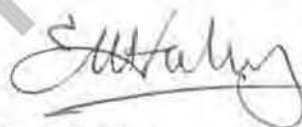
Noted


Dr. Andrea Schöllmann
Deputy Secretary
Education System Policy


Hon Chris Hipkins
Minister of Education

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Emily Fabling
Deputy Secretary
Strategy, Planning and Governance

15/12/2017

*Overtaken by
subsequent
papers*

