

17 January 2018, 10am – 12pm

Agenda

Strategy meeting: Summit series and draft Cabinet paper *A fresh approach to a Strategic Plan for New Zealand Education.*

Purpose

1. We are meeting with you to discuss your preferred approach to the Summit series and refreshed strategic plan for New Zealand education. To inform this discussion, [METIS 1100442] provides you with:

s 18(d) • [REDACTED] *A fresh approach to a Strategic Plan for New Zealand Education*; and

s 18(d) • [REDACTED]

2. To further refine the approach and draft Cabinet paper, we are particularly seeking your direction on:
 - Your strategic agenda for the Summits
 - The outputs of the May Summit
 - The content of the May Summit

Your strategic agenda – discussion questions

3. We propose the purpose of the Summit is to create a 30-year vision for the education system and a 10-year ECE strategy, and to inform the broader strategic reform programme. Y / N
4. Should the May Summit:
 - i. start with broad strategic questions to inform the content of the strategic reform programme *before* it begins; [RECOMMENDED] Y / N
 - OR
 - i. be organised around specific themes or topics as a mechanism for engaging on parts of the strategic reform programme (Review of Tomorrow's Schools, NELP, etc.) *after* the programme has begun Y / N
5. We propose co-constructing the initial strategic questions for the Summit with the Youth Advisory Group, and then testing them with a select group of employers, parents and others. Y / N

The outputs of the May Summit– discussion questions

6. We recommend your strategic reform programme be informed by the Summit, including the following:

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|------|---|-------|
| i. | Review of Tomorrow's Schools | Y / N |
| ii. | Statement of National Education and Learning Priorities | Y / N |
| iii. | Tertiary Education Strategy | Y / N |
| iv. | Vocational Education and Training Reform | Y / N |
| v. | Learning Support Review | Y / N |
| vi. | Other | |
-

7. How do you want to progress the Review of Tomorrow's Schools?

- | | | |
|-----|--|-------|
| i. | as an independent review [RECOMMENDED] | Y / N |
| | OR | |
| ii. | as a Ministry-led review | Y / N |

The content of the May Summit– discussion questions

8. We propose the Summit include a 'touchstone' group to ensure the conversations and outputs from the Summit are reflected in the ongoing strategic reform programme. Y / N

An alternative or additional approach to the Summits - providing the opportunity for a broader conversation with New Zealanders.

Modelled on the Data Future Partnerships 'Our Data Our Way' public engagement programme (2017)

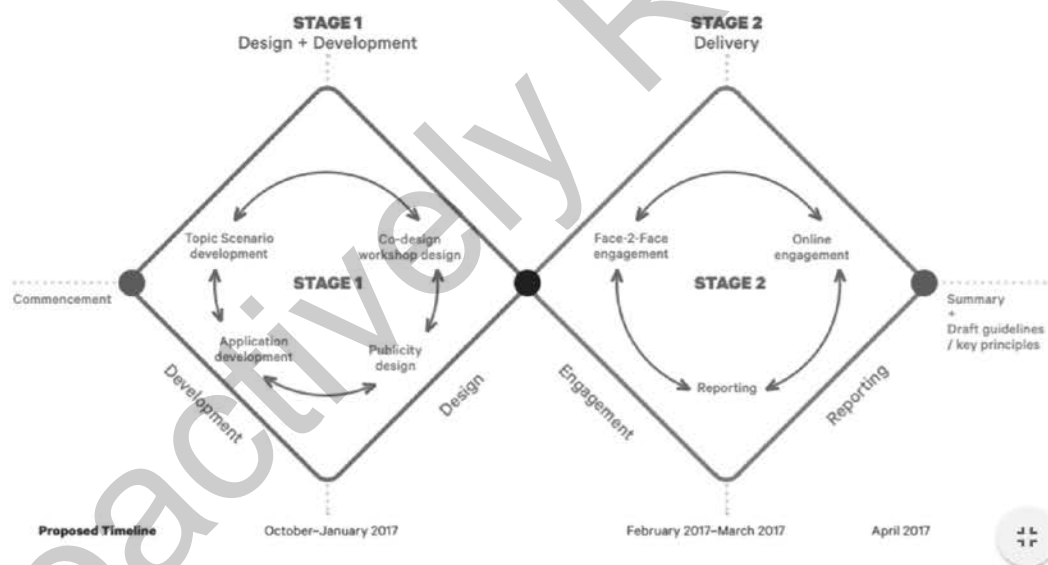
As an alternative to, or in addition to, the four regional Summits there is the opportunity for a wider face-to-face and/or online engagement that provides students, parents, families, whānau, iwi, and employers around New Zealand the opportunity to have their say on the broad range of education topics being considered by the Minister.

A similar approach was taken in 2016/17 by the Data Futures Partnership (DFP), an independent advisory body tasked by the Government to deliver a public engagement programme. DFP commissioned 'Our Data Our Way' which explored questions about data use, and weighed up trust and benefits related to it.

'Our Data Our Way' was developed and implemented by a third party (Toi Āria: Design for Public Good, part of Massey University, and Springload Ltd) providing an independent work programme and enabling New Zealanders to easily express their personal positions either verbally via a face-to-face workshop, or through an online tool. One of the three scenarios considered was related to the sharing of data related to education records.

The scenarios were designed to explore people's attitudes and views on scenarios and explored their perceived levels of trust and benefit and ultimately comfort in what might occur in the future.

The DFP design led approach and indicative timeline is shown below:



Each face-to-face workshop was around two hours in length and followed a format as follows:

- **Part A: Familiarisation** (30 minutes) - Welcome and introduction, housekeeping, questions invited and answered, demonstration of the game
- **Part B: Meaningful conversations on scenarios** (60 minutes) – discussions with participants on the scenarios within groups. As much data, feedback and quotes were captured from the participants
- **Part C: Reflection and summary** (30 minutes)- participants were invited to consider the discussions they have had and consider how things could be improved
- **Part D – Video** - some participants agreed to be videoed after the event for use in future presentations and reporting

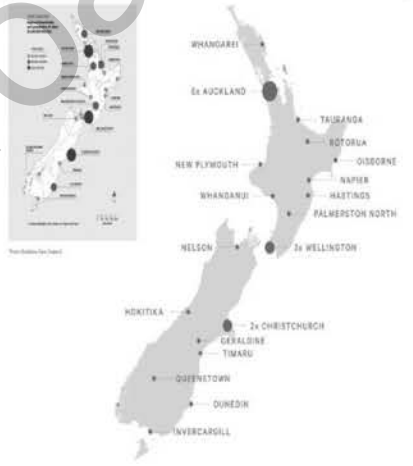
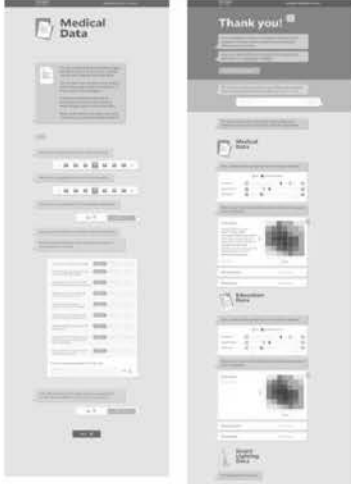
The strengths of this approach in addition to or as an alternative to the Summit series:

- Provides the possibility for more New Zealanders to have their say on important subjects that matter to most New Zealanders

- The online results would provide useful data and feedback for analysis and reporting locally and nationally
- People who would not normally have a voice would be able to participate with their local communities and/or online
- An Online platform similar to DFP (See Image 2 below) could be implemented in addition to the Summit series, allowing more New Zealanders to have their say
- A design led approach, including Discover, Define, Develop and Deliver, allows for rapid development, iteration and delivery of an outcome that is proven with users
- Engaging a third party, i.e. a specific tertiary provider allows for independence, speed and delivery by an outside organisation
- Anyone could participate including students, parents, whānau, iwi, communities, and employers and in the online environment data could be collected online to enable specific reporting across these factors
- Ministry of Education teams could work alongside external suppliers to listen and understand views and opinions and build real understanding of the issues for use in future policy creation
- Events could be held in schools to lower costs (assuming schools would agree)
- Hui could be held with relevant content of interest for selected audiences.

The weaknesses of this approach in addition to or as an alternative to the Summit series:

- Schools are in every town across NZ, meaning some/many centres might miss out (Note DFP ran 27 workshops that were chosen to achieve a mix of urban and rural-dwelling participants as well as approximating the statistical spread of New Zealand's population – See Image 1 below)
- Whereas data is mostly an uncommon subject to many New Zealanders, education is not, meaning the potential size of enquiry is too large, time consuming and costly
- Additional cost of running a range of regional hui and/or the establishment of an online system
- Additional cost in advertising to parents, whānau, iwi, communities, and employers for either face-to-face and/or online (Note - some communications may be able to be carried out through school channels to some audiences)
- Whilst many elements of the DFP work could be replicated the questions and outcomes would need to be tailored to this process.
- Uptake is unknown. Would people be willing to participate in face to face or online activity related to the future of education?

Image 1 – DFP workshops locations	Image 2 - the online tool
	

An alternative approach to Summits

Based on the Land and Water Forum (phase 1)

An alternative approach to the Summits, or perhaps the Review of Tomorrow's Schools, could put greater emphasis on seeking consensus on a shared vision and path forward for education. This has been the approach taken in freshwater policy, using the Land and Water Forum.

The Land and Water Forum brings together a range of stakeholders consisting of industry groups, electricity generators, environmental and recreational NGOs, iwi, scientists, and other organisations with a stake in freshwater and land management. They are joined by central and local government participants in developing a common direction for freshwater management in New Zealand and provide advice to the Government.

While the work of the Land and Water Forum has been ongoing since 2009, it has occurred in discrete stages. Phase 1 of the Land and Water Forum identified a set of outcomes and goals for freshwater management and recommended a number of policy changes to achieve those.

Phase 1 process:

- Phase 1 of the Forum's work lasted from August 2009 to August 2010. This phase resulted in the report 'A Fresh Start for Freshwater'.
- Public meetings to discuss the Forum's Report were held around the country (18 locations) at the end of 2010 and the beginning of 2011. These were led by the Forum and attended by officials.
- The government issued a response to the Forum's recommendations in September 2011 (including the first phases of a policy response), and asked it to carry on its consensus-building work and come up with recommendations on the more detailed implementation of its recommendations.

Key features:

- Forum led by an independent trust with an Independent Chair and 3 Trustees (representative of iwi and major interests).
- Forum tasked by Ministers to undertake work via terms of reference and funding agreement.
- Financial support from the government for office spaces and equipment, staff members (seconded or contracted), time and travel for the Chair. Members supported the Forum's work through participants' time and travel, and providing meeting spaces.
- Open membership of the Forum for interested organisations participating in Forum through:
 - Small Group, meeting approximately monthly (21 organisations in phase 1)
 - Plenary, meeting approximately 2-3 monthly (58 organisations in phase 1).
- Iwi are also participants in the Forum, but also have separate mechanisms for engaging with the policy process (including Iwi Chairs, Iwi Advisers and technical work).
- Membership includes representatives of the science community, and there are mechanisms for drawing on the broader science community.
- Secretariat support to the Forum, including secondees from government and contractors employed by the Trust, including facilitation support (approximately 4 FTE plus part-time consultancy in phase 1).

- Observer status for central and local government in phase 1 (note this has now evolved to 'active partnership') – attending all meetings of the Forum.
- Officials provide advice to Ministers on the implementation of Forum recommendations. Policy work happening alongside the Forum process to support timely advice from officials to Ministers.

The strengths of this approach:

- Greater independence from government with an emphasis on consensus amongst the key stakeholders.
- More time for consensus building on the common direction, based on deeper conversations amongst participants.
- High degree of ownership of the direction by members.
- Able to draw on the resources of the membership rather than being totally funded by government (eg for meeting spaces, members travel, contribution of research or think-pieces).
- Responsibility for coordination and delivery of the work falls to the Trust, including planning the conversation and what inputs they need.
- Creates a platform for ongoing engagement on implementation of reforms.

The weaknesses of this approach:

- Takes time to build consensus – need to build relationships amongst the group, identify the issues and then work through them. One year may not be long enough to work through consensus on some matters (this was the water experience – dynamics may be different in education)
- Highly dependent on an experience chair who can manage relationships and dynamics both within and outside of the process.
- Limited public engagement during the initial deliberation period.
- Elements of the consensus can be fragile, and subject to trade-offs that have been made in the overall design. This can be difficult to maintain through the policy and decision-making process, eg if reforms progress at different rates.
- Consensus may not be reachable everywhere, and Ministers may need to take decisions in the absence of a consensus.
- Dynamics in education are different in terms of what the key tensions and conflicts are, and may be less suited to an independent approach.
- Ministers and officials have limited ability to guide the conversation – can make it challenging when the recommendations go into the policy-making and decision-making process.
- May be challenging to progress other elements of the reform programme while the strategic conversation is occurring.
- Potential membership in an education context does not have the same independent resources available – eg. Ministry still funds release time.

