

Briefing to the Incoming Minister

Ministry of Education

NOVEMBER 2020



Proactively Released

Published by the Ministry of Education, New Zealand, November 2020.

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Welcome to your role

This is the Ministry of Education's Briefing to the Incoming Minister (BIM). It is intended to support you to undertake your role and responsibilities as the Education Minister.

It sets out the role and purpose of the Ministry, what we do, how we work, and how we can support you in your role. This BIM also sets out the education context and essential information about the substantial funding administered by the Ministry.

Welcome. We understand you want to achieve a significant change programme to ensure education is inclusive, equitable and connected, from early to life-long learning. This includes progressing an Education Service Agency, national Curriculum Centre within the Ministry of Education, and Centres of Vocational Excellence. We are here to help deliver your priorities and goals.

We see the inequities within the education system, which have been sharply exposed by the COVID-19 pandemic, and the extent of work required is clear. Our collective response has brought out the best in our system, and we now have the opportunity, and responsibility, to build on what we have learned this past year. Great things happen when we work together. Ākonga | learners can be:

- » happy, healthy and feel that they belong in education
- » learning the right things, in the right way with skilled and engaged educators
- » taken somewhere through education that they value and helps them throughout their life.

A list of things that require your decisions up until 31 March 2021 is provided for you in Annex 1. More information can be provided to you through a series of subject-specific follow-up briefings as a basis for decisions you may wish to take.

We look forward to working with you.



Iona Holsted
Secretary for Education
Te Tumu Whakarae mō Mātauranga

Your responsibilities as Minister

The Education Minister is responsible for education system leadership, deciding the direction and priorities for the education system, and determining, promoting and defending policy decisions. You are responsible for Vote Education and Vote Tertiary Education, and for representing policy and operational education issues in the House of Representatives.

The Education and Training Act 2020

The Education and Training Act 2020 (the Act) provides the legal framework for our education system from early childhood education and compulsory schooling through to tertiary and international education. Its purpose statement includes establishing and regulating an education system that honours Te Tiriti o Waitangi | Treaty of Waitangi and supports Māori-Crown relationships.

The Act specifies education rights and obligations; statutory education entities' roles – including the Teaching Council of Aotearoa New Zealand, Education New Zealand (ENZ), the Tertiary Education Commission (TEC) and the New Zealand Qualifications Authority (NZQA) among others – and their governance; the licensing and funding of early childhood education (ECE) services; school management and governance; international education; and the tertiary and vocational education sector entities' roles and responsibilities.

Your early learning and schooling responsibilities include:

- » issuing government strategies and other guiding documents for the sector, including the National Education Learning Priorities (NELP) and curriculum statements and frameworks
- » setting principal appointment criteria and regulating the teaching profession including pay arrangements¹
- » approving whether a person may apply for a licence to operate an ECE service (or a hospital-based education and care service)
- » establishing different types of schools and intervening with schools, including closing them
- » approving schools until 2022 to provide education to eligible learners while they are based outside New Zealand in response to COVID-19.

¹ Under the Education and Training Act 2020, the Public Service Commissioner is responsible for negotiating under the Employment Relations Act 2000 (the Act) every collective agreement applicable to employees in the education service as if the Commissioner were the employer. Typically, the Commissioner delegates their powers under these provisions to the Secretary for Education. In exercising their delegated powers in respect of collective agreement negotiations, the Secretary will consult you as Minister regarding mandate considerations – particularly in respect of funding and policy decisions requiring sign off by Cabinet. As Minister you will be expected to respond to questions about the conduct of bargaining (including interruptions to education due to strike action) and in some instances the substance of union and Ministry claims, and Ministry responses to union claims.

Your tertiary and international education responsibilities include:

- » issuing government strategies and other guiding documents for the sector, including the Tertiary Education Strategy (TES) and International Education Strategy and the International Education Recovery Plan
- » oversight of universities, wānanga, and Te Pūkenga (the New Zealand Institute of Skills and Technology), including making Council appointments, and statutory interventions if required
- » setting the framework for the quality assurance, investment planning, funding and monitoring of tertiary education organisations
- » issuing codes of pastoral care for domestic tertiary learners and international learners
- » continued oversight of organisational change as part of the Reform of Vocational Education, including the establishment of Workforce Development Councils, the transition of responsibilities for apprentices and trainees (and disestablishment of Transitional Industry Training Organisations), and the development of Te Pūkenga.

Your responsibilities with Crown entities and statutory bodies

You play a key role in the governance of the NZQA, the TEC and ENZ as Crown entities, and are responsible to the House of Representatives for overseeing and managing the Crown's interests in and relationships with them. The Crown Entities Act 2004 creates an accountability relationship between Crown entities, their board members, and you as responsible Minister. The Ministry is responsible for ownership monitoring of the Crown entities, whose Boards are responsible for directing their day-to-day operations.

The Minister of Education and the Minister of Finance are the shareholding Ministers for the Crown-owned companies Network for Learning (N4L) and Education Payroll Limited (EPL). The Treasury is responsible for ownership monitoring. The Minister of Education has a limited role in relation to the Teaching Council of Aotearoa New Zealand and the New Zealand Council for Educational Research (NZCER).

Descriptions of the different types of entities and bodies and their independence is included in Annex 2.

Te Tiriti o Waitangi | the Treaty of Waitangi expectations

With recent legislative change in the Public Service Act 2020, and more specifically in the Education and Training Act 2020, Parliamentary expectations around Te Tiriti o Waitangi | Treaty of Waitangi are clear. The Education and Training Act's purpose includes establishing and regulating an education system that honours Te Tiriti o Waitangi and supports Māori-Crown relationships. The Act provides that:

- » any statement of national education and learning priorities issued by the Minister must be consistent with instilling in each child and young person an appreciation of the importance of Te Tiriti o Waitangi and te reo Māori
- » the Minister and the Minister for Māori Crown Relations: Te Arawhiti may jointly issue and publish a statement that specifies what the agencies serving the education system must do to give effect to public service objectives (set out in any enactment) that relate to Te Tiriti o Waitangi
- » one of a board's primary objectives in governing a school is to ensure that the school gives effect to Te Tiriti o Waitangi, including by:
 - › working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori
 - › taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori
 - › achieving equitable outcomes for Māori students.

Broader statutory context

A summary of all the legislation administered by the Ministry is in Annex 3, which also includes details on the broader statutory context and international obligations.

Ministry of Education

Our purpose

We **shape** an **education** system that delivers **equitable** and **excellent outcomes**.

He mea **tārai** e mātou te **mātauranga** kia **rangatira** ai, kia **mana taurite** ai ōna **huanga**.

Our functions

The education system touches every person, whānau and community in New Zealand and is a major contributor to improving our society and economy. Our functions and services include:

- » Administering Vote Education and Vote Tertiary Education.
- » Providing advice on education, from early learning through schooling to tertiary education.
- » Administering a range of legislative and regulatory controls, delivering funding and other resources, and providing services that support the governance, management and operation of early learning and schooling education providers. We also monitor providers and schools and intervene when there is operational or educational risk.
- » Providing support and resources for educators to deliver equitable outcomes for ākonga | learners. This includes the development of curriculum and curriculum resources to support teaching, learning and assessment, professional development, and scholarships and awards for teachers.
- » Administering learning support, to provide a wide range of supports to learners, including targeted interventions, specialist support services, funding and supports to enable education for learners with additional needs.
- » Providing support and resources to the community. This includes empowering parents and whānau to engage with their learner's education, and working with whānau, iwi, employers and community groups to strengthen engagement and achievement in education and to involve them in the education system.

- » Providing advice on and support for the international education sector and the Ministry's international engagements. We are also responsible for the education-related aspects of New Zealand's international reporting obligations (eg, United Nations (UN) agreements such as the Sustainable Development Goals, Conventions and Recommendations).
- » Providing advice on and support for workforce negotiations, bargaining and pay equity.
- » Setting school payroll strategy and monitoring the operational performance of EPL, which administers the largest payroll system in New Zealand, making payments to over 94,000 school staff each fortnight.
- » Overseeing all education property owned by the Crown, and managing the continued performance of school property, school transport and the ICT network infrastructure.
- » Managing appointments to education entities' boards, supporting the setting of Crown entity performance expectations and monitoring the operational performance of Crown entities.
- » Undertaking research and analysis and monitoring the overall performance of the education system.

More information on who we are can be found in Annex 4.

How the Ministry can support you

The Ministry is responsible for supporting you in carrying out your Ministerial functions and progressing the aims and objectives you set.

We support you by providing you with strategic policy, performance and implementation advice, and the information and resources you need to make decisions. We will keep you well-informed of matters of significance within your portfolio responsibilities, operating under a "no-surprises" principle.

Working with others | Mahi tahi

We work with and support education providers to deliver their functions well and make the best decisions to improve educational outcomes. For early learning and schooling, this is particularly through our regional sector support presence, including learning support and infrastructure services.

The Ministry is working to give practical effect to Te Tiriti o Waitangi | Treaty of Waitangi and all articles of the Treaty in relation to both how the Ministry and the education system form authentic and sustainable partnerships with iwi Māori. We have the privilege of leading the Aotearoa New Zealand Histories curriculum changes which will be central to growing knowledge and understanding of the place of Te Tiriti | The Treaty.

During the last year, we also released a new Te Tiriti o Waitangi | Treaty of Waitangi policy statement and support documents to staff, including education about Te Tiriti. We have also made cultural capability and local curricula priorities for teacher professional development. The establishment of Te Taumata Aronui is a landmark opportunity in the education sector to partner differently with iwi Māori and to safeguard outcomes for Māori. We will take opportunities to partner differently with iwi Māori in all elements of our work, but it will take time to build trust as we increase our cultural competence.

Education Sector Governance group (ESG)

The ESG provides shared governance and focus across the core education system functions of policy development, design, funding, regulation, pastoral care, monitoring, enforcement and promotion. It is made up of the Chief Executives of the Ministry, ENZ, ERO, NZQA, TEC and the Teaching Council. The ESG has identified three areas for its initial focus: equity, including building cultural capability; digital learning; and COVID-19 response and recovery. The ESG will also provide governance on the newly refreshed Ka Hikitia and Tau Mai Te Reo strategies.

Education Sector Stewardship Forum (ESSF)

The ESSF is a broader group of agency Chief Executives which provides a regular forum to ensure cross sector alignment on initial thinking, as well as the implementation of initiatives. One benefit from this regular meeting has been the information sharing that it engenders, and this proved particularly valuable during the initial COVID-19 response and lockdown period, when the group held regular virtual meetings to connect and share insights and updates. In addition to the Ministry, the Forum includes ENZ, EPL, ERO, N4L, NZQA, TEC, Te Aho o Te Kura Pounamu, and the Teaching Council.

Accord with NZEI Te Riu Roa and the Post Primary Teachers' Association

In October 2019, the Secretary for Education signed an Accord with NZEI Te Riu Roa and the Post Primary Teachers' Association (PPTA) to resolve complex issues in the education system, such as workload and the future education workforce.

Te Hiku o Te Ika Iwi – Crown Social Development and Wellbeing Accord (the Accord)

The Accord was signed in 2013 with Te Aupōuri, Ngāi Takoto, Te Rarawa and Ngāti Kuri, as part of the Te Hiku Iwi Treaty settlement process. There is also provision for Ngāti Kahu to join the Accord should they wish to as part of their settlement negotiations. The Accord represents a significant and long-term Treaty of Waitangi post-settlement commitment by the Crown. The Accord provides the framework for Te Hiku o Te Ika Iwi and Crown agencies to work together towards the shared vision that the communities, whānau, hapū and iwi of Te Hiku are culturally, socially and economically prosperous.

Construction Sector Accord

As a significant purchaser in the construction market, the Secretary of Education is a member of the Construction Accord, formed in April 2019. Together with the Ministry of Business, Innovation and Employment, the Ministry of Housing and Urban Development, New Zealand Transport Agency, Ministry of Health, the TEC, Kāinga Ora, Worksafe and the New Zealand Infrastructure Commission we are working with industry representatives to create a high performing construction sector for a better New Zealand.

Engagement with social, economic and international agencies

We also work closely with agencies in other sectors to address long-term economic and social outcomes. Throughout this engagement, we remain focused on supporting educational achievement and learning. We also monitor and implement New Zealand's international obligations by contributing to the education-related aspects of New Zealand's human rights reporting process.

Social

Promoting education through social sector work seeks to improve outcomes for all learners, and promote meaningful pathways beyond school, good health, and to prevent mental illness. Addressing wider social issues better helps support learners to participate, engage and achieve in learning, so they benefit more from their time in education.

The all-of-government response to COVID-19 established a “welfare work stream” dubbed **Caring for Communities (C4C)** to focus on getting assistance to the people who needed it most. Access and coverage have improved through government agencies partnering with iwi and others in regional groups, including through Whānau Ora commissioning agencies and Whānau Direct.² C4C has also helped the Ministry make traction in improving learner attendance and engagement in education.

The Ministry also has three staff members who are **Regional Public Service Leads** for Auckland, Bay of Plenty and Wellington. Regional Public Service Leads have a focus on the social sector and bring together the regional representatives of central government agencies so that the agencies can work together better, and work together with regional and community leaders, including local government and Iwi leaders.

As well as collaborating across the social sector to implement the Child and Youth Wellbeing Strategy, the Ministry is a partner in the **Joint Venture to Eliminate Family Violence and Sexual Violence**. The Joint Venture is made up of ten government agencies, working collaboratively towards ending violence in Aotearoa New Zealand. The work is coordinated by a business unit within the Ministry of Justice.

² For C4C, the Ministry works alongside Te Arawhiti, Kāinga Ora, Oranga Tamariki, and the Ministries of Health, Social Development and Pacific Peoples, the New Zealand Police, the National Emergency Management Agency, Te Puni Kōkiri and the Departments of Internal Affairs and Prime Minister and Cabinet.

Governance of the Joint Venture is overseen by a Deputy Chief Executives group, reporting to the Joint Venture of the Social Wellbeing Board. In collaboration with our Joint Venture partners, the Ministry is involved in:

- » developing the national strategy and action plan to prevent and eliminate family violence and sexual violence
- » contributing to annual, whole-of-government Budget package proposals
- » numerous work streams across policy and operations to reduce family violence and sexual violence, and improve respective systems.

Economic

Education makes a significant difference to the economy by developing skills, tomorrow's entrepreneurs and employees, and the capacity of our existing workforce. It supports Māori to fully realise their economic potential and improves employment pathways for youth at risk of long-term unemployment. It also makes a significant contribution to annual budgeted research expenditure, including \$50 million for Centres of Research Excellence and \$321 million to tertiary education research and research-based teaching (Pre-election Economic and Fiscal Update (PREFU) 2020/21 GST, excluded).

We are collaborating with the Ministries of Social Development and Business, Innovation and Employment to align the education system with labour market policies and the on-the-ground support required through the forthcoming economic recession and recovery. As part of the **Education, Employment and Training Chief Executives** and Deputy Secretaries' groups, the Ministry is focused on helping make government more coherent and accessible to the public in the regions, including through technology.

Capital investment in the school property portfolio during 2019/20 was \$1.06 billion. This investment provides an economic stimulus for regions, while improving learning environments and reducing our carbon footprint through better construction practices and energy efficiency. Through the Construction Accord and our infrastructure investment, we continue to stabilise businesses and create jobs.

International

The Ministry and ENZ are leading a group that includes the Ministry of Foreign Affairs and Trade, MBIE, NZQA, the TEC, and NZ Trade and Enterprise (NZTE), to support the **recovery of international education**. International learners are contributors to our research and innovation system and boost the international reputations of our tertiary institutions. They also contribute wider academic benefits across the domestic education system, including diversity of ideas, critical thinking and an enriched learning environment. International learners introduce opportunities for cross-cultural dialogue and engagement, particularly at a time when New Zealanders are less able to travel.

In addition, we develop and maintain education relationships with key countries, and contribute to the education-related components of many multilateral organisations. We manage international obligations by contributing to the education-related aspects of New Zealand's human rights reporting process.

The education sector and context

New Zealand has a diverse and highly devolved education system

Responsibility for the delivery of formal education in New Zealand is highly devolved. The management, governance and leadership of the early learning, schooling and tertiary sectors is the responsibility of largely autonomous boards of trustees, councils of tertiary institutions and other individual providers. Each provider makes their own decisions, albeit within a regulatory framework, about how to meet the learning and wellbeing needs of their young or adult learners.

		
Early Learning	Primary and Secondary	Tertiary
<ul style="list-style-type: none"> » Around 200,000 children » Around 30,000 kaiako/teachers » Around 4,500 licensed ECE services 	<ul style="list-style-type: none"> » Around 800,000 learners » Around 60,000 kaiako/teachers » Over 2,500 schools 	<ul style="list-style-type: none"> » Over 540,000 learners » Over 300 providers
<p>Early Learning options include:</p> <ul style="list-style-type: none"> » Kindergartens (<i>licensed</i>) » Kōhanga reo (<i>licensed</i>) » Puna reo (<i>licensed</i>) » Playcentres (<i>licensed</i>) » Education & Care Services (<i>licensed</i>) » Home-based Care (<i>licensed</i>) » Playgroups (<i>certificated</i>). 	<p>Primary and Secondary options include teaching in Māori and English-medium, as well as bi-lingual, dual-medium, and Pacific language settings:</p> <ul style="list-style-type: none"> » State schools (<i>Crown entities</i>) » Designated character schools (<i>State schools with special character</i>) » Kura Kaupapa Māori Aho Matua, Kura-a-Iwi and other schools where learning occurs through te reo Māori » Integrated schools (<i>Crown entities with private proprietors</i>) » Independent schools (<i>private entities given some government funding</i>) » Home education (<i>parent-delivered schooling with Ministry approval</i>). 	<p>Tertiary options include:</p> <ul style="list-style-type: none"> » Universities (<i>Crown entities</i>) » Wānanga (<i>Crown entities</i>) » Te Pūkenga (NZIST) (<i>Crown entity</i>) » Private Training Establishments (PTEs) » Transitional Industry Training Organisations (ITOs) » Community providers.

Within this devolved system, central government sets the strategy, administers funds, regulates providers, and responds to concerns about provider quality. It also supplies selected services, information and infrastructure.

The New Zealand education system has many specialised government agencies focused on delivering their part of the education system, in conjunction with education providers.



New Zealand invests heavily in education

The education portfolios account for \$17.1 billion in budgeted expenditure (PREFU 2020/21 GST excluded). The Ministry of Education administers this expenditure in two Votes. Seventy seven percent of these funds consist of non-departmental funding (see Figure 1) and go directly to providers, as well as paying for depreciation and capital charge expenses associated with the ownership of the school property portfolio.

We oversee the Crown's significant investment in the sector which is impacted by population growth and economic conditions.

Over 90.5% of Vote Education spend is demand driven and predominantly impacted by population growth. This includes teacher salaries, infrastructure and early learning subsidies.

We monitor the largest payroll in the country, delivering salaries to over 94,000 school staff, which is managed by the Crown entity Education Payroll Ltd.

We manage the Government's second largest social property portfolio, and therefore play a key role in the construction sector and management of the Crown's balance sheet. The school property portfolio had a book value of \$19.6 billion and a replacement value of \$31.6 billion at 30 June 2020.

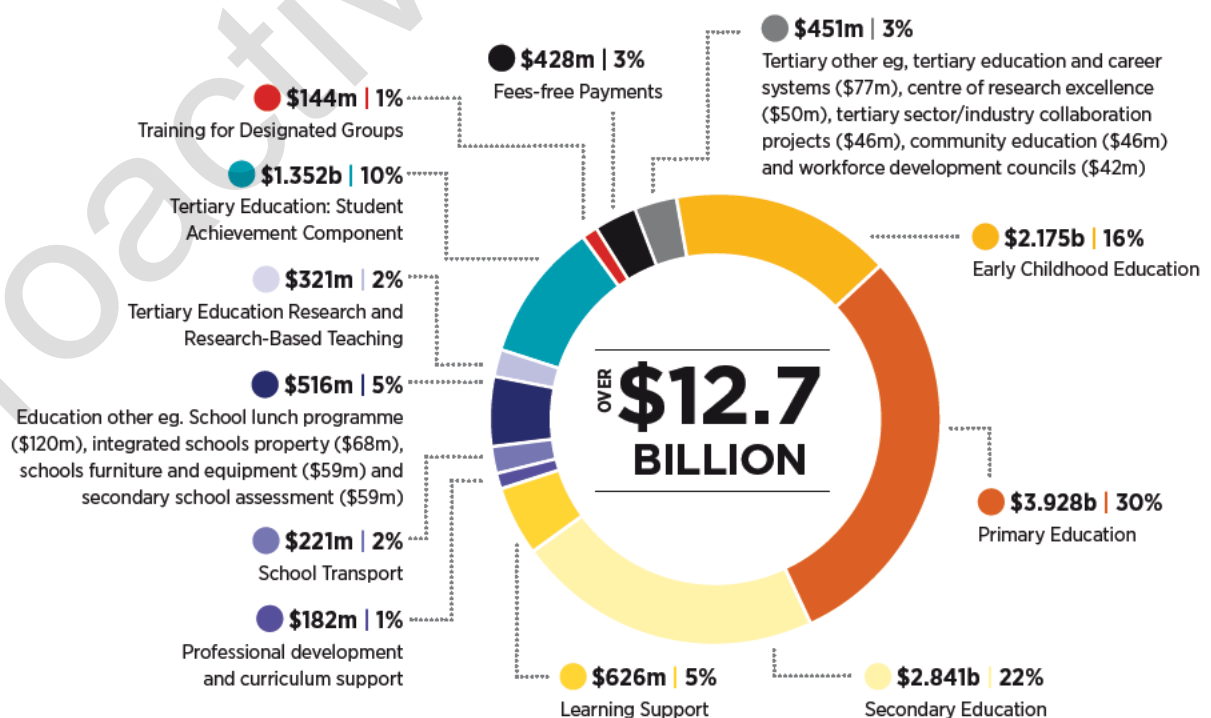
We also influence spending of others.

The Minister responsible for Vote Tertiary Education also sets the policy direction for a further \$1.178 billion of spending as part of Vote Social Development and Vote Revenue.

Student allowances (\$624 million) are administered through Vote Social Development. The annual operating cost to the Crown of the new student loan lending (\$554 million) is administered through Vote Revenue.

Figure 1: 2020/21 non-departmental expenditure

Vote Education = \$10.488b
Vote Tertiary = \$2.696b



Less than a quarter of education investment is departmental

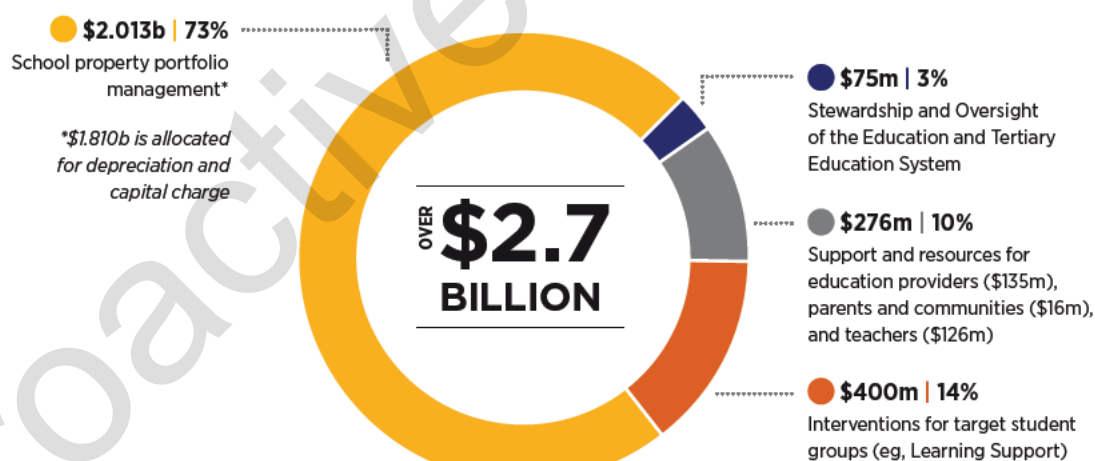
The Ministry receives departmental funding which it uses to support and provide services directly to the education sector (Figure 2). Most of this department funding relates to management of the schooling property portfolio, just over \$2 billion per annum. Aside from this, the funding supports the Ministry's functions and service set out on pages 8 and 9.

The Ministry faces significant sustainability challenges to its departmental baseline going forward

The Ministry is facing significant falls (in the range of \$56 to \$75M) from the 2021/22 financial year onwards in its core departmental baseline³.

These funding drops are caused primarily by time-limited funding ending, for example, Covid Relief initiatives and one-off property sales and Technical Adjustments like CapEx/Opex swaps, Expense Transfers and In-Principle Transfers. In addition, the Ministry faces compounding departmental operating cost pressures due to the increasing demand for and price of education services, particularly wage inflation which makes up a significant proportion of our expenditure, and other cost pressures experienced by its work programmes. Recent funding received is tagged to specific outcomes and deliverables, and unfunded or partially funded initiatives require significant resources.

Figure 2: 2020/21 departmental expenditure



Vote Education and Vote Tertiary = \$2.767b

³ Departmental baselines excluding depreciation, capital charge and the cost of payments relating to the schools built, financed and maintained under Public Private Partnerships (PPPs) provides a better view of the Ministry's useable funding.

Strategic Priorities

COVID-19 has disrupted all aspects of domestic and international society. The disruption, and subsequent recovery have, and will continue to have, negative impacts on the overall well-being of citizens. Disruption also provides opportunities for change.

Achieving substantive change in a devolved system

In response to COVID-19 the Ministry established new ways of working with the sector, and the sector in turn related differently to their communities. Overall, the system has responded very well to COVID-19. Reasons for this include increased trust within the system and particularly between the Ministry and leaders of education institutions; clearer and more direct communication from the Ministry that enabled local leaders to do what they needed to do; and, a common and shared focus.

The Ministry is committed to maintaining ways of working that strengthen relational trust in the system and that build opportunities to co-construct solutions. A key learning through COVID-19 is that the changes to the system will be more sustainable if we focus on a small number of things at one time. Reviewing the changes government is seeking to achieve through the new Education and Training Act, key strategies such as Ka Hikitia and the NELP, one key underpinning factor is required to achieve the desired outcomes: educationally powerful connections with family and whānau, employers and communities.

While the evidence to support this has been with us for a long time, we have not, as a system focused on getting these relationships genuinely connected with learning. While the following quote refers to school, the results are the same for other learning situations, and the themes are consistent with, for example, the draft TES.

“The purpose of school-home involvement is to connect in-school and out-of-school learning in ways that support valued outcomes for students. If effective connections are to be developed, teachers need to value the education cultures of their students’ families and communities, and parents need to learn about the value the educational culture of the school. The principle of ako – reciprocal learning and teacher – is therefore fundamental to developing connections that work.”

Alton-Lee, A., Robinson, V., Hohepa, M., & Lloyd, C. (2009). Creating educationally powerful connections with family, whānau, and communities. *School leadership and student outcomes: Identifying what works and why*, 142-170.

Priorities and advice

We wish to discuss with you the power of a single focus - educationally powerful connections - and how this single focus can both support and guide our work around three big reforms:

- » **Curriculum reform** and workforce supports in early learning and schooling, so ākonga | learners can access the learning and supports they need, when and how they need it to progress and achieve across the national curriculum. This includes local curriculum contexts that are meaningful to ākonga | learners, their whānau and family, communities and employers, and which provide strong pathways to tertiary qualifications.
- » Improving **pathways** between education and employment, and for Māori educational success as Māori. This includes reforming vocational education and training, the careers system, and mātauranga Māori and te reo Māori pathway, in partnership with whānau, families, communities and employers.
- » The allocation of **decision rights** to ensure the right balance of tight (at the centre) and loose (devolved) decision rights to engage education professionals, provide voice for ākonga | learners, whānau, families, communities and employers, and maintain high expectations across the system, consistent with the intent of many of the Tomorrow Schools' reforms.

Within this context, we wish to discuss with you how educationally powerful connections can be supported through better aligned resourcing; improved workforce capability and capacity; improved access to and use of data, information and digital technology; and, more responsive school infrastructure. We also wish to discuss how to best communicate the essence of educationally powerful connections in a way that engages all audiences.

Annex 1:

Actions up until the end of March 2021

We envisage the following actions will require your input between now and the end of March 2021. In addition, the Ministry provides an Education Weekly Update report which includes more routine items.

Name	Description	Milestone
Early Learning Action Plan	To agree to amend phasing for Early Learning Action Plan actions.	November 2020
Early Learning	To agree to:	November 2020
	» consult with the early learning sector on gazetting the goals and learning outcomes of Te Whāriki, the early learning curriculum	
	» changes to licensing criteria to minimise food related choking	November 2020
	» seek Cabinet agreement to changes to the regulations following consultation on tranche one of the regulatory review.	December 2020
9(2)(f)(iv)		
Curriculum reform work programme	To discuss the curriculum reform work programme and agree direction for the refresh of The New Zealand Curriculum and Te Marautanga o Aotearoa beyond the Aotearoa New Zealand Histories.	November 2020
NCEA Review of Achievement Standards	To agree the remaining NCEA Level 1 subject list for development as part of the Review of Achievement Standards.	November 2020
Distance education	To agree a long-term approach to supporting distance education.	November 2020
Te Hurihanganui	Update on implementation of Te Hurihanganui including awarding of contracts and status of communities.	November 2020
At-risk learners and alternative education	To discuss options for progressing a new model for the Alternative Education service based on the co-design undertaken with schools and Alternative Education providers in 2019-20.	November 2020
Attendance Service	To agree shifting Attendance Service contracts to a model where schools take over the delivery.	November 2020
Principals' eligibility criteria	To discuss whether responsibility for issuing criteria rests with the Minister or is delegated.	November 2020
PPTA disputes	To discuss resolution of hours of work and non-contact time.	November 2020
Reform of Vocational Education	For decisions around establishing Workforce Development Councils, including consultation on Order in Councils.	November 2020
Tertiary education funding	To approval for TEC to allocate funding to tertiary education providers for 2021 calendar year.	November 2020
International education	For decisions around next proposed cohort s 9(2)(f)(iv) for class exception for border restrictions.	November 2020
	To confirm the International Education Recovery Plan.	November 2020

Name	Description	Milestone
Ministry Data / Publication releases	To agree to release:	November 2020
	» Teacher Demand & Supply Tool Update for 2020.	
	» NMSSA 2019 Key findings reports for English.	November 2020
	» Term 2 attendance data.	November 2020
	» Trends in International Mathematics and Science Study (TIMSS) National Reports (Year 5 Maths, Year 5 Science, Year 9 Maths, Year 9 Science).	December 2020
	Additional operational data/publication releases will be advised via Education Weekly Updates.	November – December 2020
Early learning sustainability fund	For decisions on disbursements, and report back on fund demand and uptake.	November - December 2020
School changes and closures	Ministerial decisions are needed at key stages of school closures or changes to school classes and constitutions. These arise throughout the school year.	November - December 2020
School appointees	For decisions about Ministerial appointees at Kaikoura High School and Halswell/Westbridge.	November - December 2020
Annual Reports	To be tabled in Parliament when it resumes, annual reports of the Ministry; Crown entities; Ngā Kura; Student Loan Scheme; and Export Education Levy.	November - December 2020
Aotearoa New Zealand Histories changes	To agree draft curriculum content for consultation.	December 2020
Te Kawa Matakura	Update on the development of a level 7 degree qualification and status of the 2020 test intake in Te Tai Tokerau.	December 2020
Kura Whānau Reo	Update on the redevelopment and implementation of Kura Whānau Reo.	December 2020
Te Kura Summer School	Update on COVID-19 Auckland response via Te Kura expansion, and next steps.	December 2020
Distance learning and digital connectivity	To agree approach to ongoing internet connectivity for learner households as it relates to the Ministry's COVID-19 distance learning response (interdependent on DIA's all-of-Government digital inclusion work).	December 2020
Minister's Youth Advisory Group	Select four new members to join the group.	December 2020
Secondary Tertiary Interface and Vocational Education	To consider options for progressing work on secondary school vocational education, in the context of the NCEA Change Programme and the Reform of Vocational Education.	December 2020
Te Taumata Aronui	Meet with Te Taumata Aronui to discuss the group's Vision Document.	December 2020
2021 Legislation Programme	To decide whether to put any Bills on the programme for 2021.	December 2020
Ministerial Board appointments	To agree upcoming Board Appointments with focus on NZQA Board Chair role and consultation process.	December - January 2021

Name	Description	Milestone
Code of Practice for Pastoral Care of domestic tertiary education students	To agree to (and seek Minister of Finance agreement to) drawdown of contingency for NZQA administration of the Code from 1 January 2021.	December 2020
	To confirm an approach to creating an ongoing Code for consultation and engagement in early 2021.	January 2021
	To confirm a response to the Regulations Review Committee on its concerns about the interim Code.	February 2021
Te Aho o te Reo Māori	Update on implementation of Te Aho o te Reo Māori, including procurement of national providers, an indication of national coverage and to agree to launch the expansion to national delivery.	January 2021
Te Aho Ngārahu	Update on the status of Te Aho Ngārahu and to agree to launch resources.	January 2021
Teacher Aide Pay Equity Claim Update	To consider extension of funding held in contingency for the Teacher Aide Pay Equity Settlement.	January 2021
Collective bargaining	For decisions on a long-term bargaining strategy.	February 2021
Curriculum, Progress and Achievement work programme	To agree scope and process for refresh of National curriculum and discuss progress on other CPA actions, including records of learning, curriculum progress maps and information needs.	Early 2021
Education Workforce Strategy	To agree education workforce strategy action plan.	Early 2021

Currently planned Cabinet papers

Name	Description	Milestone
Reform of Vocational Education	For decisions around establishing Workforce Development Councils, including consultation on Order in Councils.	November 2020
Māori education and language	For decisions on Ka Hikitia, Tau Mai Te Reo and Māori language funding review.	December 2020
Free and Healthy School Lunches	To discuss ongoing programme scope, reach and ongoing funding.	December 2020
Access to Free Period Products	To discuss progress and options for ongoing funding.	December 2020
School site acquisition	Report back on the financial mechanism to be used to enable the Ministry of Education to acquire new school sites.	December 2020
Aotearoa New Zealand Histories changes	Agree draft curriculum content for consultation.	January 2021
Curriculum, progress and achievement	Update and decisions on CPA work programme, including refresh of National Curriculum, Records of Learning, Curriculum Progress Maps and Information Needs.	TBC

Annex 2:

Education entity types and levels of independence

The following table depicts the different forms of entities and bodies and their levels of independence.

Type of entities and bodies	Ministerial influence
Crown agents	ENZ, NZQA, and TEC
<ul style="list-style-type: none"> » Responsible Minister: Minister of Education » Monitored by: Ministry of Education (note TEC is also monitored by MBIE) 	<ul style="list-style-type: none"> » Entity must “give effect to” policy that relates to the entity’s functions and objectives if directed by the Minister. » Responsible Minister sets direction through a Letter of Expectations (usually annually). » Entity must prepare a Statement of Intent (SOI) at least every three years, but the Responsible Minister can also direct an entity at any time to develop a new SOI. Draft SOIs must be provided to the Responsible Minister for comment and the entity must consider any comment before providing the final SOI for the Responsible Minister to present to the House of Representatives. » Before the start of each financial year, the entity must prepare a Statement of Performance Expectations (SPE) which must be provided, in draft form, to the Responsible Minister and any comments made by the Responsible Minister must be considered by the entity. The Responsible Minister must present the final SPE to the House of Representatives. » The entity must prepare an Annual Report and provide it to the Responsible Minister to present to the House of Representatives. » The Responsible Minister appoints board members through the Appointments and Honours Cabinet process.
Schedule 4A (of Public Finance Act) companies	N4L, EPL Research and Education Advanced Network New Zealand (REANZ)
<ul style="list-style-type: none"> » Responsible Minister: Treasury, Minister of Business, Innovation and Employment » Shareholding Minister: Minister of Finance, Minister of Research, Science, and Technology » Monitored by: Treasury 	<ul style="list-style-type: none"> » Responsible Minister can set direction through a Letter of Expectations (usually annually). » Entity must prepare a SOI at least every three years, but the Responsible Minister can also direct an entity at any time to develop a new SOI. Draft SOIs must be provided to the Responsible Minister for comment and the entity must consider any comment before providing the final SOI for the Responsible Minister to present to the House of Representatives. » Before the start of each financial year, the entity must prepare a SPE which must be provided, in draft form, to the Responsible Minister and any comments made by the Responsible Minister must be considered by the entity. The Responsible Minister must present the final SPE to the House of Representatives. » The entity must prepare an Annual Report and provide it to the Responsible Minister to present to the House of Representatives. » The Responsible Minister appoints board members through the Appointments and Honours Cabinet process. » Schedule 4A companies are non-listed companies in which the Crown is the majority or sole shareholder. » The Companies Act 1993, Section 127, requires that shareholder approval by way of a resolution is required before a Schedule 4a company can enter into a major transaction, defined as a transaction having a value which is more than half the value of the company’s assets before the acquisition.

Type of entities and bodies	Ministerial influence
School Boards of Trustees <ul style="list-style-type: none"> » Responsible Minister: Minister of Education » Monitored by: Ministry of Education 	Boards of trustees of primary, secondary, State and integrated schools and distance learning <ul style="list-style-type: none"> » Boards have numerous statutory responsibilities and must prepare an Annual Report. » Both the Minister and Secretary of Education have powers to intervene under the Education and Training Act 2020, to support a board with operational risks, or risk to the welfare or educational performance of their students. » A statutory intervention, along with non-statutory assistance, may happen when a board requests help, after an ERO review report and/or when a concern has been raised with the Ministry. The approval of interventions is delegated to senior Ministry staff, except for some cases of the dissolution of a board and appointment of a commissioner, when the Minister will be asked to approve a proposed intervention.
Tertiary Education Institutions (TEIs) <ul style="list-style-type: none"> » Responsible Minister: Minister of Education » Monitored by: TEC 	NZ Institute of Skills and Technology (NZIST), specialist colleges, universities and wānanga <ul style="list-style-type: none"> » TEIs must act in all respects as to give effect to the intention of Parliament. » TEIs must prepare an Annual Report. » The Minister has some additional powers in relation to the NZIST. » NZIST has additional reporting requirements that are the same as for Crown entities.
Independent Statutory Bodies <ul style="list-style-type: none"> » Responsible Minister: Minister of Education » Not monitored 	Teaching Council of Aotearoa NZ, NZ Council for Educational Research (NZCER) <ul style="list-style-type: none"> » Minister has limited power to direct (the Minister can request information from the Teaching Council). » Body must have regard to any relevant statement of government policy. » Body must prepare an Annual Report. » Minister appoints one member to NZCER, and six members to the Teaching Council Governing Council, through the Appointments and Honours Cabinet process. » The Minister appoints members of the Teaching Council (either elected or appointed) to be Chairperson and Deputy Chairperson. » The Teaching Council must consult the Minister before making changes to the criteria for teacher registration or the standards for qualifications leading to teacher registration.

Annex 3:

Relevant legislation administered by the Ministry

Acts

The Ministry is responsible for the administration of the following substantive Acts.

Key Acts administered

- » Education and Training Act 2020
- » Children's Act 2014 (Part 3)

University Acts

- » Lincoln University Act 1961
- » Massey University Act 1963
- » University of Auckland Act 1961
- » University of Canterbury Act 1961
- » University of Waikato Act 1963
- » Victoria University of Wellington Act 1961

Scholarship Acts

- » Kitchener Memorial Scholarship Trust Act 1941
- » Ngarimu VC and 28th (Maori) Battalion Memorial Scholarship Fund Act 1945
- » Otaki and Porirua Trusts Act 1943
- » Queen Elizabeth the Second Post-Graduate Fellowship of New Zealand Act 1963
- » Queen Elizabeth the Second Technicians' Study Award Act 1970
- » Taranaki Scholarships Trust Board Act 1957

Other Acts

- » Education Lands Act 1949
- » Education Standards Act 2001
- » Māori Education Foundation (Abolition) Act 1993
- » Music Teachers Act 1981
- » New Zealand Council for Educational Research Act 1972
- » New Zealand Library Association Act 1939
- » Pacific Education Foundation Act 1972

Regulations

The following substantive sets of Regulations are in force and administered by the Ministry. Some minor Notices and Orders are not included.

Early learning

- » Education (Early Childhood Services) Regulations 2008
- » Education (Playgroups) Regulations 2008
- » Education (Registration of Early Childhood Services Teachers) Regulations 2004
- » Licensing Criteria/Certification Criteria

Schooling

- » Education (Board Elections) Regulations 2000
- » Education (Hostels) Regulations 2005
- » Education (School Attendance) Regulations 1951
- » Education (School Boards) Regulations 2020
- » Education (School Risk Management Scheme) Regulations 2003
- » Education (School Staffing) Order (note these are made the year ahead of taking effect so there is always an annual order)
- » Education (Stand-down, Suspension, Exclusion, and Expulsion) Rules 1999
- » Education (Surrender, Retention and Search) Rules 2013
- » United World Colleges Scholarship Regulations 1980

National Student Number

- » Education (Education Review Office Authorised to Use National Student Numbers) Regulations 2019

- » Education (Statistics New Zealand Authorised to Use National Student Numbers) Regulations 2008
- » Education (Ministry of Social Development Authorised to Use National Student Numbers) Regulations 2012
- » Pastoral Care, and International Students Education (Export Education Levy) Regulations 2011
- » Education (Pastoral Care of Domestic Tertiary Students) Interim Code of Practice 2019
- » Education (Pastoral Care of International Students) Code of Practice 2016
- » Education (Tertiary Education—Criteria Permanent Residents Studying Overseas Must Satisfy to be Domestic Students) Regulations 2016
- » International Student Contract Dispute Resolution Scheme Rules 2016

Broader statutory context

Other key legislation also impacts on education, including the Human Rights Act 1993, New Zealand Bill of Rights Act 1990, Health and Safety at Work Act 2016, Building Act 2004, Civil Defence Emergency Management Amendment Act 2002 and Epidemic Preparedness Act 2006 (eg, as in the response to COVID-19). Key parts of the public sector legislative and accountability framework include the Public Service Act 2020, Public Finance Act 1989, Crown Entities Act 2004, New Zealand Bill of Rights Act 1990, Official Information Act 1982, Ombudsman Act 1975, Public Audit Act 2001.

International obligations

The Universal Declaration on Human Rights, adopted in 1948, has formed the basis for nine core human rights treaties. New Zealand is party to seven of these. New Zealand is also a party to other Conventions, including a number specifically related to education such as the Convention Against Discrimination in Education. Most Conventions require regular reporting from State Parties.

Sustainable Development Goals

In 2015, all UN member states adopted the 2030 Agenda, a blueprint for sustainable development which includes 17 goals, referred to as the Sustainable Development Goals (SDGs). The Ministry is responsible for reporting on SDG 4, which focuses on 'ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all'. Although the goals are not legally binding, countries are expected to report on their implementation.⁴ New Zealand presented its first Voluntary National Review report to the UN in 2019.

⁴ Similarly, although the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the Organisation for Economic Co-operation and Development (OECD) recommendations are not legally binding, New Zealand is expected to address them as a member state.

Annex 4:

Who we are

Who we are

The Ministry is led by Iona Holsted, Secretary for Education and Chief Executive of the Ministry of Education. As Secretary, she provides stewardship and leadership across the education system. As Chief Executive, she is responsible for executing the functions and duties of the Ministry, advice to Ministers, and efficient, effective and economical management of the Ministry.

The Ministry's 3,486 Full Time Equivalents (FTEs) are organised into 10 business groups so that we can provide you with targeted and specialised advice on all aspects of the education system.

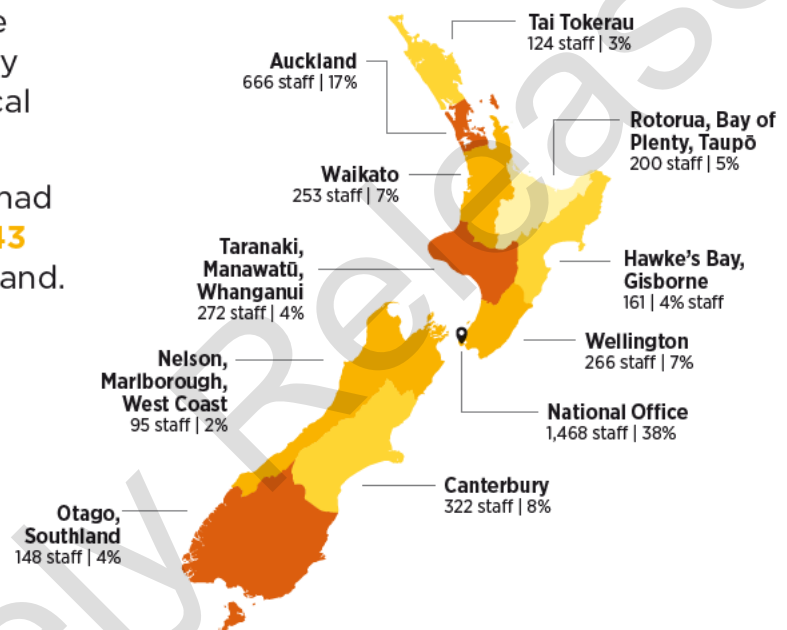
Education System Policy	Dr Andrea Schöllmann	Responsible for strategic policy advice on education system settings, including advice on the system's ability to deliver material improvements for learners at all levels.
Graduate Achievement, Vocations and Careers Te Ara Kaimanawa	Andy Jackson	Provides policy, strategy and research on international education, tertiary education and achievement, and secondary-tertiary transitions.
Early Learning and Student Achievement	Ellen MacGregor-Reid	Focused on raising the quality of teaching and leadership and system performance by setting the direction for what and how learners learn, building sector capability and an effective workforce, and encouraging innovation in the development of new teaching practice and the use of digital technology.
Sector Enablement and Support	Katrina Casey	Ensures all support to the sector, operations and programmes provided directly to learners are focused on maximising learner achievement.
Kaiwhakarite Matamuri mo te Matauranga Māori/ Māori Education	Daryn Bean	Leads an integrated focus on Māori progress and achievement and works with leaders to improve results for Māori.
Parent Information and Community Intelligence	Rose Jamieson	Focused on engaged parents and whānau supported by communities.
Education Infrastructure Service	Kim Shannon	Responsible for ensuring New Zealand's schools are safe and inspiring learning environments.
Evidence, Data and Knowledge	Damian Edwards	Responsible for leading the development and delivery of a high-performing service function providing specialist information services on several dimensions of the early learning and schooling systems.
Strategy, Planning and Governance	Emily Fabling	Responsible for business strategy, education system stewardship, planning and governance, internal audit and assurance, legal services, communications and ministerial services.
Business Enablement and Support	Zoe Griffiths	Responsible for the Ministry's organisational capability ensuring the critical people, processes, systems and infrastructure is in place.
Office of the Secretary	Sean Teddy	Provides high-level strategic advice and manages key external relationships across the education and wider public sectors.

Figure 3: The Ministry's people and locations

More than half our staff are based in the regions so they can provide support for local communities.

At the end of 2019/20, we had **3,486 FTEs** working from **43 locations** around New Zealand.

Our staff's primary focus is directly supporting either learners or educators and education services.



We **shape** an **education** system that delivers
equitable and **excellent outcomes**

He mea **tārai** e mātou te **mātauranga**
kia **rangatira** ai, kia **mana taurite** ai ōna **huanga**