



MINISTRY OF EDUCATION STATEMENT OF

# INTENT

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## 2014 – 2018

*Presented to the House of Representatives  
pursuant to section 39 of the Public Finance Act 1989*

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# Contents

Foreword <b>Minister of Education</b> .....	4
Foreword <b>Minister for Tertiary Education, Skills and Employment and Minister Responsible for Novopay</b> .....	5
Chief Executive <b>Statement of Responsibility</b> .....	6
<b>Who we are</b> .....	7
What we do .....	9
Snapshot of education today .....	10
Who we work with .....	12
<b>Our strategic direction</b> .....	13
The Government's priorities .....	15
<b>Our strategic intentions</b> .....	17
Priority 1 Raise teaching quality and leadership .....	18
Priority 2 Use information more effectively to lift achievement .....	19
Priority 3 Target resources to address disparity in achievement .....	20
Priority 4 Engage children and students, and their families and whānau, to sustain participation and transitions in education .....	21
Priority 5 Create a modern learning environment .....	22
Priority 6 A more outward-facing and engaged tertiary education system .....	23
<b>How we work</b> .....	25

## Foreword

### Minister of Education

Education is vital to building a strong and successful society for all New Zealanders. Our education system performs well overall and in global terms, and it must if young New Zealanders are to be equipped with the values, knowledge and skills to be successful in the 21st Century. Our Government is committed to raising achievement for all our students.

To do this, we must tackle long-standing differences between students and schools that are performing well and those that are not and continue to raise the quality of education excellence for all. This is New Zealand's achievement challenge. To help meet this challenge, the Government is investing in a system-wide shift and lift.

Our Government has set clear and challenging Better Public Service targets. 98% of children who start school in 2016 will have participated in early childhood education, and 85% of 18 year olds will have achieved NCEA Level 2 or equivalent in 2017. To ensure the connections across the system, I have set an additional target of 85% of primary school students meeting national standards in 2017. These are ambitious targets, but we are on track to meet them.

We are working on both in-school and out-of-school influences. The quality of teaching and leadership in schools has a profound effect on achievement, together with parental engagement and community expectations.

The Government is investing an additional \$359 million into the education system, beginning in 2015, to enable our experienced and talented teachers and school leaders to share their knowledge and skills across communities of schools, to meet specific achievement challenges within those communities and to create better career pathways.

We need to provide our children and young people with modern learning environments based on great infrastructure and technology. Schools will benefit from better property management and light, flexible learning spaces. Access to a managed network with fully funded, safe and reliable internet connectivity and a wealth of content will support future-focused learning.

In Christchurch, we are investing \$1.137 billion in a ten-year programme to rebuild and renew the schooling network. This will support innovative teaching, refresh schooling networks and take full advantage of the latest technologies.

All our work is now supported by very public achievement information about students and schools to help identify gaps and areas of greatest need, allowing resources to be more precisely targeted where they will have the biggest effect on lifting student achievement.

I am working with my colleagues the Minister for Tertiary Education, Skills and Employment and the two Associate Ministers of Education to ensure a strong and integrated education system that works at all stages for all children and young people.

Our goals for the education of New Zealanders are ambitious. This Statement of Intent outlines priorities and targets that will be challenging, but I am confident we will meet them. I expect the Ministry of Education to steward the New Zealand education system so that all New Zealanders are able to realise their full potential.

### Ministerial Statement of Responsibility

I am satisfied that the information on strategic intentions prepared by the Ministry of Education is consistent with the policies and performance expectations of the Government.



**Hon Hekia Parata**  
*Minister of Education*

## Foreword

### Minister for Tertiary Education, Skills and Employment and Minister Responsible for Novopay

Tertiary education is a passport to success in our society. It provides New Zealanders with the skills and knowledge they need to live sustainable and rewarding lives and, in turn, drive stronger economic growth and prosperity. Our tertiary education system must also ensure New Zealand continues to be competitive and respected internationally.

Two Better Public Services targets specifically recognise the need for an appropriately skilled workforce. In 2017, we want to see 85% of 18 year olds achieving NCEA Level 2 or an equivalent qualification, and 55% of 25 to 34 year olds achieving a qualification at Level 4 or above on the New Zealand Qualifications Framework. We are well on our way to achieving these targets.

Substantial gains have been made throughout the tertiary education system. The system offers improved options for transition from school to tertiary education through the Youth Guarantee, with new Vocational Pathways supporting young people to move into further study or employment. Our industry training system is stronger, including new Māori and Pasifika trades training programmes. We have more graduates than ever before, more young people moving from school to degree-level study, and more Māori and Pasifika participating in higher-level study. The downward trend of international students since 2003 has also been arrested.

We have accomplished a lot, but we need to think beyond the way the system works now to how we can deliver the results we will need in the future. The new Tertiary Education Strategy 2014–2019 signals a shift toward a more outward-facing New Zealand tertiary education system, with strong links to industry, community and the global economy. The strategy is designed around six priority areas:

1. delivering skills for industry
2. getting at-risk young people into a career
3. boosting achievement of Māori and Pasifika
4. improving adult literacy and numeracy
5. strengthening research-based institutions
6. growing international linkages.

These priorities lift expectations for the tertiary education system. They will ensure it continues to have international credibility and delivers educational performance that compares with the best in the world.

Over the next four years, we will focus on providing better information on graduate employment outcomes so that students can make more informed study choices and strengthening linkages between

education and the labour market. Through the Youth Guarantee, we will continue to provide young people with more choices, ways and places to achieve NCEA Level 2 or equivalent qualifications. The Apprenticeship Re-boot, which provides funding for tools and other costs, will be a big help to trainees looking to gain Level 4 or above through New Zealand Apprenticeships. In Budget 2014, because of the high level of uptake by trainees, we added another 6,000 places on top of the 14,000 already funded. Since the Re-boot started, over 11,000 eligible apprentices have enrolled.

A crucial area of responsibility and focus for me and for the Ministry of Education continues to be resolving the issues with Novopay. Over the past year, we have made headway into ensuring payments are made accurately and on time, but we will not be out of the woods until all teachers and support staff have the security of receiving the pay they expect. The payroll system must accommodate a large workforce and a complex set of employment arrangements. Progress has been made on simplifying some of the key operational processes to reduce the likelihood of errors, and more work needs to be done, in consultation with the sector, to remove unnecessary complexity from the system. We are committed to ensuring Novopay is up to the task. We have a clear plan to fix current issues, we are making progress, and we will deliver the quality payroll system that schools need.

We are committed to ensuring the tertiary education system provides students and trainees with real opportunities to succeed and industry with access to the skilled workforce that is essential to their business, so that New Zealand continues to prosper and be a highly attractive place to live and work.

#### Ministerial Statement of Responsibility

I am satisfied that the information on strategic intentions prepared by the Ministry of Education is consistent with the policies and performance expectations of the Government.



**Hon Steven Joyce**  
*Minister for Tertiary Education, Skills and Employment  
Minister Responsible for Novopay*

## Chief Executive

### Statement of Responsibility

In signing this statement, I acknowledge that I am responsible for the information on the strategic intentions for the Ministry of Education. This information has been prepared in accordance with section 38 and section 40 of the Public Finance Act 1989.

A handwritten signature in black ink, consisting of a large, stylized 'P' followed by 'eter' and a small mark.

**Peter Hughes**  
*Secretary for Education*



## Who we are

In this section we provide an overview of our role, our vision for the education system, what we do and who we work with to achieve this, and the key challenges and opportunities in our operating environment.

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# Who we are

## Our role

The Ministry of Education is the lead advisor to the Government on education, covering early childhood education, primary and secondary schooling, and tertiary education. In addition, we are the steward of the education system, supporting families, whānau, iwi and communities, and the education system as a whole, to focus on lifting aspiration and raising educational achievement for every New Zealander.

At the heart of what we do is making sure the people working in the education profession, at all levels, have the right resources and information to support them to apply their own knowledge and expertise to help children and students succeed.

Achievement in education is key to better social and economic outcomes for our children and the economy as a whole. Those who achieve success in education are far more likely to enjoy better health, well-being and standard of living than those who do not. This ultimately leads to New Zealand being a more vibrant and internationally competitive nation.

The education system contributes to achieving the Government's four key priorities: the Better Public Service (BPS) targets, Rebuilding Canterbury, the Business Growth Agenda and Responsibly Managing the Government's Finances. These are discussed in more detail in section two. We are also responsible for how the education system reflects and fulfils our responsibilities under the Treaty of Waitangi.

## Our vision

Our vision is to see all children and students succeed personally and achieve educational success.

We want every New Zealander to:

- ▶ be strong in their national and cultural identity
- ▶ aspire for themselves and their children to achieve more
- ▶ have the choice and opportunity to be the best they can be
- ▶ be an active participant and citizen in creating a strong civil society
- ▶ be productive, valued and competitive in the world.

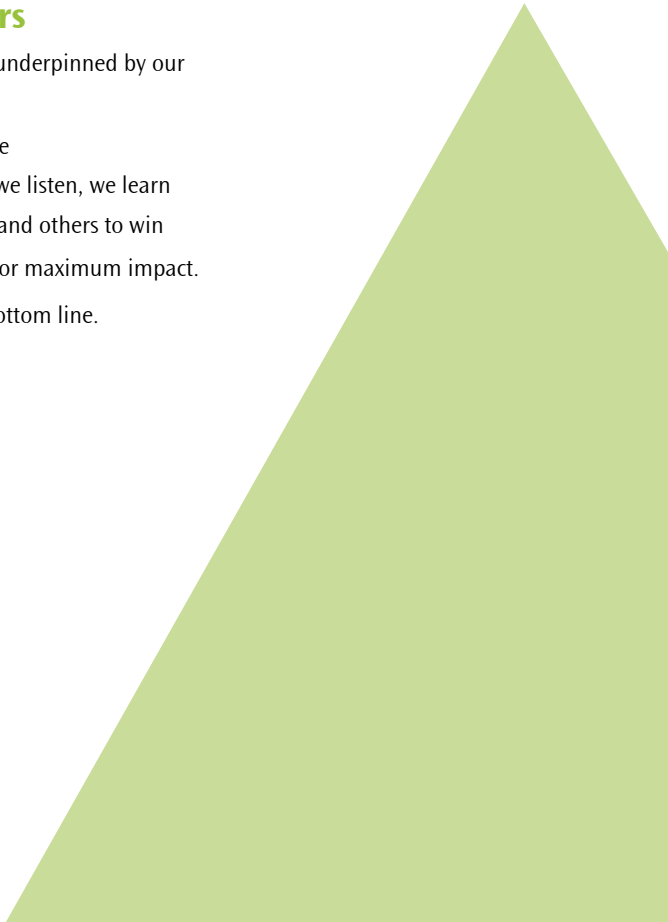
Our purpose is to lift aspiration and raise educational achievement for every New Zealander. Our work and investment priorities are focused on activities that will help the education system flourish and make it possible for everyone to succeed.

## Our behaviours

Our way of working is underpinned by our behaviours, which are:

- ▶ we get the job done
- ▶ we are respectful, we listen, we learn
- ▶ we back ourselves and others to win
- ▶ we work together for maximum impact.

Great results are our bottom line.





## What we do

We advise the Government on policy direction across the system and ensure the appropriate policies, funding, infrastructure and systems are in place to enable educators and leaders in the system to do their job. We perform a range of functions in different parts of the system to accomplish this role.

As steward of the education system, we take a whole-of-system view, conducting research and monitoring to understand how the system is performing at every level and identifying the key opportunities for raising achievement and performance. This includes supporting other government agencies, education providers and communities, parents and whānau to connect in ways which create the right conditions for all children and students to succeed.

We contribute to the broader social sector work programme (for example, the Children's Action Plan) as part of the government's collective effort towards delivering results that matter for New Zealanders.

In the early childhood education (ECE) sector, we provide policy advice, licensing of ECE services and funding. For schools, we provide policy advice,

information, resources and property and set the national curriculum. In both ECE and schools, we provide funding, services and support for children and students with special education needs.

In the tertiary education sector, we advise on strategic policy direction and undertake monitoring and evaluation. Across schools and the tertiary sector, we work with other agencies to ensure New Zealand education has a strong international dimension, and the resulting links benefit students, providers and the wider community. We set the requirements for the pastoral care of international students and lead the Government's broader connections with the education policies of other countries.





## Snapshot of education today

We are responsible for a budget of over \$13.2 billion, a significant property portfolio and providing educational environments for over 1.2 million children and students.

**The following statistics indicate the scale and scope of what we do across the education system in a year.**

OVER **\$1.5**

billion is spent on early childhood education

OVER **\$8.5**

billion is spent on schooling

OVER **\$3**

billion is spent on tertiary education

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OVER **\$600**

million of capital expenditure is spent on managing the school property portfolio

OVER **\$175**

million is spent on school transport

OVER **\$4**

billion is paid to around 110,000 teachers and support staff

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OVER **2,500**

schools throughout New Zealand

OVER **800**

of our frontline staff work in special education

AROUND **2/3**

of our staff work locally from one of our 41 sites around New Zealand

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## Early Childhood Education

OVER

**200,000**

children enrolled in  
ECE services

There are over 5,000 ECE services,  
with over 22,000 ECE teachers.

The Government's goal is for 98%  
of children starting school to have  
participated in quality early childhood  
education in 2016.

## Primary and Secondary Education

OVER

**750,000**

children and students  
enrolled in primary and  
secondary schools

New Zealand's curriculum is taught  
in over 2,500 schools by over 52,000  
teachers.

Over 17,000 school students are in  
Māori-medium education where students  
are taught all or some curriculum  
subjects in the Māori language for at  
least 51% of the time.

The Government's goal is for 85% of  
18 year olds to achieve NCEA Level 2  
or an equivalent in 2017.

## Tertiary Education

OVER

**565,000**

students in formal tertiary  
education, including 138,000  
in industry-based training

The Government's goal is for 55% of 25  
to 34 year olds to have a qualification at  
Level 4 or above on the New Zealand  
Qualifications Framework by 2017.



# Who we work with

Many people have key roles in delivering education outcomes for our children and students.

## Education sector agencies

To support student achievement, seven government education sector agencies work together with a range of providers, including privately and community-owned early learning education services, state, state-integrated and private schools and kura, and publicly and privately owned tertiary education providers.

These seven agencies are:

- ▶ The Ministry of Education
- ▶ New Zealand Qualifications Authority
- ▶ New Zealand Teachers Council<sup>1</sup>
- ▶ Careers New Zealand
- ▶ Tertiary Education Commission
- ▶ Education New Zealand
- ▶ Education Review Office.

## People and providers involved in the delivery of education

We work with other government economic and social agencies to design and deliver programmes that enable positive outcomes for our children and help them gain the skills needed by the expanding national and global business communities. For example, we are working with the Ministries of Social Development, Justice, Health, Te Puni Kōkiri and the New Zealand Police on the implementation of the Children's Action Plan and with the Ministry of Business Innovation and Employment on improving outcomes from tertiary education.

We work with people across the education system who are involved in delivering education services, including teachers, principals, schools, boards of trustees, psychologists, speech-language therapists and transport agencies.

## Children, students, families, whānau, communities and iwi

Educational success requires a child's community to be actively involved. Responsibility must be shared across these communities and by early childhood educators, schools and teachers, families and whānau.

We will increase our emphasis on understanding and supporting children and parents, family and whānau, communities and iwi to make informed educational choices. By listening to their needs, providing the right information and tailoring our support, we can help all children and students to experience educational success. For example, our focus for Māori and Pasifika children and students is on ensuring the education system acknowledges, supports and incorporates their needs, identity, language and culture into their learning experiences.

## Our operating environment

A number of factors will influence the education system over the next four years. Some will bring increased cost pressures and some will present opportunities to work smarter and more cost effectively.

The key drivers of change in the education system's environment are:

- ▶ increasing diversity and demographic changes in the New Zealand population
- ▶ increasing expectations that education needs to play a broader social development role
- ▶ the renewal of the greater Christchurch area
- ▶ developments in technology that will need to be harnessed to enable a future-focused education system
- ▶ increasing costs of education and budget pressures
- ▶ increasing demand for new and different skills in the New Zealand and global workforce.

We will work closely with other government education agencies, education providers, support services and communities to adapt to these drivers and ensure the education system is well placed to improve outcomes for children and students.

<sup>1</sup> The Government has proposed a new professional body, called the Education Council of Aotearoa New Zealand, to replace the New Zealand Teachers Council.





## Our strategic direction

This section explains the Government's key priorities, education system outcomes and our strategic intentions.

---

# Our strategic direction

We support the education system to deliver on the Government's priorities of improved outcomes for all children and students and stronger economic growth for New Zealand.

We have six strategic intentions that will contribute to our purpose and to achieving the Government's priorities over the next four years. The strategic intentions help us to prioritise our initiatives and expenditure appropriately.

The diagram below illustrates how our strategic intentions and education system outcomes work together to achieve our purpose.

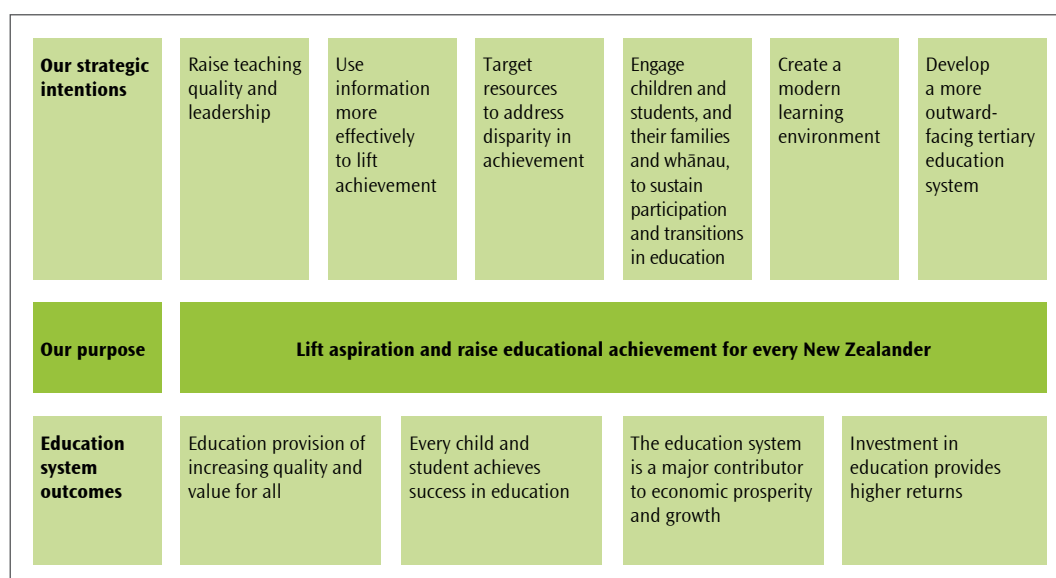
We are working with the other government education agencies to develop and deliver a shared view of key outcomes that reflect the Government's priorities. Success in achieving these outcomes results from agencies carrying out their core functions, working in partnership where agencies share common interests and collectively addressing issues that affect the education system as a whole.

Providing schools, teachers and parents with good quality information on student achievement enables early intervention to help children and young people when and where needed.

Engaging with parents, family and whānau to encourage their children's participation in quality early childhood education services sets a strong foundation for good literacy and numeracy skills. Our children can then progress into primary school with a sound basis for continued learning.

As our children transition into secondary school, positive primary education provides them with the foundation they need to reach their potential.

Creating multiple pathways from school to tertiary education enables young people to gain tertiary qualifications and successfully transition to the workplace.



# The Government's priorities

To make sure investment is directed to where it is needed most, the Government has identified four key priorities to which the education system makes a significant contribution.

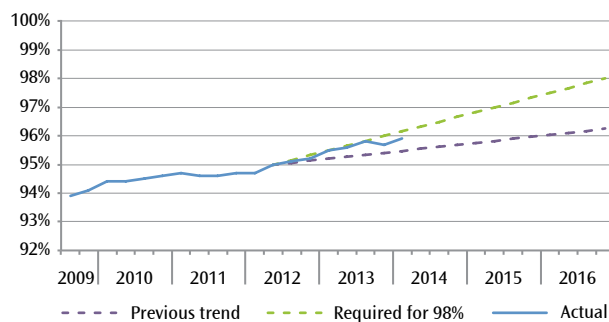
## Delivering Better Public Services

The Better Public Services (BPS) programme aims to create a public sector that can respond more effectively to the needs and expectations of New Zealanders. We are responsible for three of the BPS key results. These aim to equip New Zealanders with the qualifications and skills they need to be part of a successful society and economy:

- BPS Result Area 2: Increase participation in early childhood education
- BPS Result Area 5: Increase the proportion of 18 year olds with NCEA Level 2 or equivalent qualification
- BPS Result Area 6: Increase the proportion of 25 to 34 year olds with advanced trade qualifications, diplomas and degrees (at Level 4 or above).

The following graphs provide information on our results to date and the forecast results to reach the targets for each result area.

### BPS Target 2: In 2016, 98% of children starting school will have participated in quality early childhood education

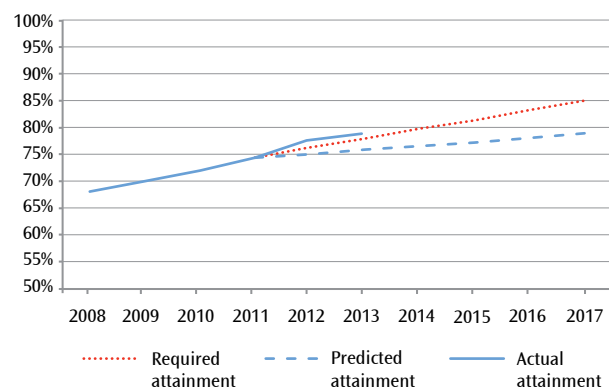


Results	2012/13 <sup>1</sup>		2013/14 <sup>2</sup>	
All Children	95.6%		95.9%	
Māori Children	92.3%		93.0%	
Pasifika Children	88.6%		89.9%	

<sup>1</sup> As measured at June 2013

<sup>2</sup> As measured at March 2014

### BPS Target 5: 85% of 18 year olds will have achieved NCEA Level 2 or an equivalent in 2017

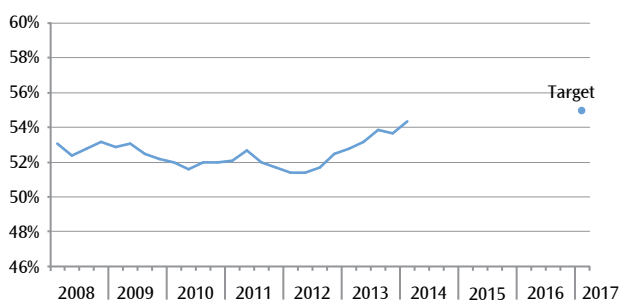


Results*	2012		2013	
All 18 year olds	77.2%		78.6%	
Māori 18 year olds	60.9%		63.3%	
Pasifika 18 year olds	68.1%		71.4%	

\*As measured at December



**BPS Target 6: 55% of 25 to 34 year olds will have a qualification at Level 4 or above on the New Zealand Qualifications Framework by 2017**



Results*	2012		2013	
	52.6%		53.8%	
Level 4 Qualification and above				

\*As measured at December. The annual average to March 2014 was 54.5%.

## Business Growth Agenda

The Government's Business Growth Agenda (BGA) is an ambitious programme of work to support economic growth to create jobs and improve New Zealanders' standard of living. We are part of the BGA working group, contributing to three of the work streams in the agenda – skilled and safe work places, innovation and export markets. We are working to ensure the education system better equips individuals with the skills and qualifications needed to participate effectively in the labour market and in an innovative and successful New Zealand.

## Responsibly managing the Government's finances

As part of our Value for Money programme, we are making our core business functions more efficient and targeting resources to achieve the best return on the investment New Zealand makes in education. All investments must deliver clear and measurable gains for children and students and contribute to the Government's overall economic and social goals. We will identify new and innovative ways of working that deliver more effectively the services that New Zealanders need.

## Rebuilding Canterbury

The Government has committed to building a high-quality education system in greater Christchurch by investing \$1.137 billion over the next 10 years through the Education Renewal Programme. At the end of 10 years, most schools in greater Christchurch will have ultra-fast broadband, energy-efficient buildings and flexible spaces that reflect the learning needs of today's students.


We will help tertiary education organisations in Canterbury to rebuild and support the labour market by encouraging the tertiary and skills sectors to be responsive to the skills needed to rebuild Canterbury. We are also working closely with the Canterbury Earthquake Recovery Agency to ensure our work is aligned with the broader Canterbury recovery effort.



## Our strategic intentions

In this section we explain in more detail our six strategic intentions, why they are important and what we are doing to achieve them.

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## Raise teaching quality and leadership

# 1

### Why this is important

The positive influence of high-quality teaching is well documented in New Zealand and international research, and is a central focus of education systems seeking to improve student achievement.

High-performing education systems recruit and retain high-quality education professionals, invest in their development and ensure they are able to meet the needs of every child and student.

Having a focus on teaching quality and school leadership is critical in addressing disparity of achievement and mitigating the effect of factors such as geographic location, ethnicity, socio-economic status and family engagement.

- ▶ implementing Investing in Educational Success – this will lift student achievement through better professional collaboration, shared innovation, talent mobilisation and enhanced career pathways
- ▶ strengthening the capability of teachers and school leaders to integrate the use of digital technologies with effective teaching and leadership practices.

### What we are going to do

We will raise the quality of teaching and school leadership over the next four years by:

- ▶ lifting the entry standards and quality of initial teacher education by introducing new postgraduate qualifications, and mentoring and coaching new teachers to strengthen the capability of the teaching profession
- ▶ implementing practice-based improvements through more targeted and effective learning and development programmes, such as the Building on Success programme
- ▶ reviewing the impact and effectiveness of professional development on teaching quality and leadership
- ▶ supporting the transition to an independent professional body for teachers and education professionals – the Education Council of Aotearoa New Zealand



# 2

## Use information more effectively to lift achievement

### Why this is important

The education system generates large amounts of data which needs analysing to provide meaningful information for planning, decision making, policy development and delivery.

We will provide information to schools, parents and communities to help them understand what is happening in the education system – how it is changing, the effect this has on achievement, opportunities for improvement and sharing best practice.

Having the right information to make informed choices improves the ability of children and students to participate in their education, complete qualifications, make decisions about further study and have good career opportunities. It also helps the education system invest in the right areas.

This requires:

- ▶ information that is accessible, tailored, targeted and accurate
- ▶ data that is robust and used to direct money and resources where they are most needed and where we can get the greatest public value.

### What we are going to do

We will create better ways to support the education system's information needs over the next four years by:

- ▶ ensuring decision making is informed using evidence from the collection and analysis of data, quality research and evaluation, and participation in national and international studies. This includes the Early Learning Information system which will help identify participation trends and the effectiveness of children's learning.

- ▶ improving the range, quality and use of information available to the public. This will build understanding of the progress and achievement of children and students at all levels of the education system, and will focus attention on where progress is limited or where there are barriers to achievement.
- ▶ working closely with partner agencies, including the Tertiary Education Commission, the Ministry of Business, Innovation and Employment, and Careers New Zealand to collect and use information that provides better support for student decision making and drives system-wide improvements. We will build on the development of vocational pathways and the release of occupational outlook and employment data. This will inform tertiary education organisations' decisions about what courses to offer and will help students decide what study to undertake.
- ▶ publishing reports and information, such as *Moving on up*, about employment outcomes of tertiary education to help students with their decision making. These reports provide information about potential income and employment opportunities after study.



# 3

## Target resources to address disparity in achievement

### Why this is important

There is compelling international evidence that the way the education system is performing for particular groups of children and students needs to improve. Not achieving to their potential has a social and economic cost for children and students and for the country as a whole.

We need to provide tools, information and resources to meet the needs of those most at risk of underachieving or who have comparatively low participation rates in education at all levels. These are disproportionately Māori and Pasifika, children and students from low socio-economic backgrounds, and those with special education needs.

To address disparity in achievement we need:

- ▶ funding that directs resources to areas of greatest need
- ▶ information systems to identify areas of under achievement
- ▶ tailored solutions for those whom the system consistently fails.

### What we are going to do

We will work to raise achievement at all levels in the education system to reduce the disparities in achievement. Over the next four years, key actions include:

- ▶ working intensively with iwi and communities to increase participation in high-quality early childhood education
- ▶ working with schools that have identified a need to lift their achievement standards so that more students attain qualifications
- ▶ contributing to the Children's Action Plan by ensuring the education system works with other social and justice sector agencies and non-government organisations to improve outcomes for vulnerable children

- ▶ implementing *Ka Hikitia – Accelerating Success*, *Tau Mai Te Reo* and the *Pasifika Education Plan* which set the direction for the broader education sector to focus on improving outcomes for Māori and Pasifika children and students; we will help communities, whānau, hapū and iwi to work together to support educational success and ensure high-quality teaching that incorporates identity, language and culture.
- ▶ working with tertiary sector agencies to boost the achievement of Māori and Pasifika, including ensuring that tertiary education organisations' performance is measured against the desired outcomes of the strategy, and that the Tertiary Education Commission delivers funding to tertiary education organisations in a way that supports the achievement of these outcomes
- ▶ improving education outcomes for children with special education needs by supporting inclusive practices across schools, where parents and whānau have confidence that all children and students, including those with special education needs, will succeed and achieve.





# 4

## Engage children and students, and their families and whānau, to sustain participation and transitions in education

### Why this is important

Parents, whānau, iwi and communities play a critical role in equipping children and young people with the educational foundation for success by encouraging them to remain engaged in the education system. The potential of parents and whānau to help their children learn, and of iwi and communities to support effective education, offers a huge opportunity to increase achievement from the ground up.

We need to give young people relevant information and effective pathways to transition into tertiary education, through to higher levels of study and on to sustainable employment.

Effective partnerships between parents and education professionals will improve the well-being, behaviour and achievement of children right into adulthood. This is a significant component of our strategies: *Ka Hikitia – Accelerating Success*, *Tau Mai Te Reo*, *Pasifika Education Plan*, *Whakapūmautia Papakōwhaitia*, *Tau ana – Grasp, Embrace, Realise*, and *Success for All – Every School, Every Child*.

A community that takes ownership and leadership of education success for its young people provides for lasting change.

### What we are going to do

We will focus on ensuring a positive early start to education for all children by working with parents, family, whānau and communities to develop ways to increase early childhood education participation rates in areas that traditionally have a low uptake.

For students who are at risk of disengaging or who have disengaged, better practices in secondary schools and more high-quality options at the interface between senior secondary school and tertiary education will help re-engage them in learning.

We will support schools to partner with tertiary institutions to expand the range of learning opportunities available to young people and introduce them to the tertiary environment.

We will do this by:

- ▶ continuing to implement Positive Behaviour for Learning (PB4L) to support children and young people to improve their behaviour, resilience and well-being in order to create positive school and home environments.
- ▶ advancing the Social Sector Trials, a cross-agency initiative supported by the Ministries of Social Development, Education, Health and Justice and the New Zealand Police. This initiative takes a community-based approach to delivering social services, exploring new ways that communities can take leadership and collective responsibility for increasing the success and well-being of their people.
- ▶ supporting Youth Guarantee which gives young people more choices to achieve NCEA Level 2 or equivalent qualifications. The aim is to increase retention and achievement, and to make transitions to further education, training and work more effective and sustainable. It includes a range of programmes such as fees-free places in tertiary education and trades academies.
- ▶ supporting the uptake of vocational pathways to show young people how their learning at school or in foundation-level tertiary courses relates to job and career opportunities. We are further supporting people to understand career opportunities through the publication of *Occupation Outlook* and its mobile application. This report provides up-to-date New Zealand-specific information on incomes, qualification options and costs, and job prospects for 50 key occupations.

## Create a modern learning environment

# 5

### Why this is important

Creating a modern learning environment ensures quality teaching and learning opportunities are available to every teacher, child and student. Using digital technologies will extend the reach and depth of their experiences, helping to keep children, students and their communities engaged in learning. These environments provide flexibility for where learning can take place and can be personalised according to each individual's strengths, abilities, languages and cultures.

Learning with digital technologies helps equip children and students with the range of skills they need to participate in a modern, future-focused economy. Digital technologies also have the potential to make the current education system more cost effective and accessible.

### What we are going to do

We will provide school property, transport and technology that support educational achievement, and we will work with the education system as a whole to realise improvements in the range of environments in which children and students learn to achieve. An education infrastructure that is flexible and modern, and takes advantage of new opportunities and ways of working together, will help every student to achieve.

This involves:

- ▶ making online learning environments and digital technologies integral to high-quality teaching and learning to better engage children and students, and their parents, families, whānau and communities
- ▶ becoming a more active strategic asset manager and advisor to the sector and Government, providing new capacity where it is needed, through a combination of building new schools and adding capacity to meet roll growth at existing schools

- ▶ continuing to invest in digital infrastructure so that by 2016, all state and state-integrated schools will have an upgraded internal IT network and be connected to fibre or alternative technologies via the Government's ultra-fast broadband initiative; all schools will have the opportunity to connect to the Network for Learning managed network by the end of 2016
- ▶ maximising the Government's investment in fibre, with schools able to become digital hubs by enabling their communities to make use of ultra-fast broadband.







# 6

## A more outward-facing and engaged tertiary education system

### Why this is important

The international expansion of tertiary education, meeting the needs of a growing economy and new technologies require the future tertiary education system to be more outward-facing and engaged. This means having stronger links to industry, communities, schools and the global economy.

The Government's strategic priorities for tertiary education, outlined in more detail in the *Tertiary Education Strategy 2014-2019* (TES), are designed to ensure the tertiary education system improves its performance and the value it delivers to the New Zealand economy and our society.

We give effect to this strategy by providing advice to the tertiary education system so it is competitive in the international context, and connects skilled graduates, research and expertise with business and communities. This requires:

- ▶ strong relationships between tertiary education organisations and their broader stakeholders – including students, families, schools, employers and industry – that support improvements in learner pathways, qualification design and delivery, teaching and research
- ▶ clearer pathways from schools to tertiary education, to higher levels of tertiary education and then into the workforce
- ▶ responsive tertiary education provision that delivers the skills and qualifications needed by industry and an innovative economy
- ▶ investment in the right areas to deliver value to New Zealand industry and businesses
- ▶ the right incentives and systems to develop high-quality research, including a strong focus on research that supports innovation and economic growth which is shared across tertiary education organisations, business and community

- ▶ a focus on improving the value of international education, including increasing the income from international education and realising the broader benefits to teaching and research, human capital investment, international relationships and trade.

### What we are going to do

Key initiatives in tertiary education over the next four years will be:

- ▶ working with the education agencies, in particular the Tertiary Education Commission, the Ministry of Business, Innovation, and Employment, and the New Zealand Qualifications Authority, to implement the TES. As stewards of the education system, it is important that we work with other agencies to better align systems, processes and requirements to ensure the goals are supported effectively by the operational work of government agencies.
- ▶ monitoring the progress of the TES which focuses the tertiary system on improving the outcomes from tertiary education. These outcomes include economic outcomes for the country and employment outcomes for individuals. This is a shift for the tertiary education sector and will require changes in the investment decisions by tertiary education organisations and in the monitoring and measuring of success used by government agencies.

# 6

- ▶ finalising changes to the Performance-Based Research Fund (PBRF) to improve the way it supports and rewards high-quality research. Funding for the PBRF will increase to \$300 million by 2016/17. Changes to the design of the PBRF will help to clarify its objectives, reduce transaction costs, improve the policy settings supporting workforce development and the application of research, and strengthen reporting on research performance.
- ▶ improving information about graduate employment outcomes, such as the publication of *Moving on up*, will allow students to make more informed career and study choices, and improve the links between education and the labour market. The requirements for tertiary education organisations to track and report student outcomes have also been increasing.
- ▶ providing young people with more choices, ways and places to achieve NCEA Level 2 or an equivalent qualification through the Youth Guarantee, which aims to increase retention and achievement, and make transitions to further education, training and work more effective and sustainable. The range of programmes available to students includes vocational pathways, trades academies and fees-free places in tertiary education. These initiatives will contribute to improved performance against the NCEA Level 2 BPS target.
- ▶ increasing achievement at Level 4 and above through a range of initiatives such as investment in New Zealand Apprenticeships, which are focused at Level 4, and extending apprenticeships to all ages.





## How we work

This section describes how we will manage our functions and operations to achieve our strategic intentions.

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## How we work

We are changing our role in the education system to one of stewardship – supporting the system to ensure it works for every child and student by delivering on the Government's priorities, education system outcomes and our strategic intentions.

To make this change, we are adjusting to the challenges in our operating environment and working collaboratively with the wider education system. We will ensure the right organisational structure, systems and processes are in place to support the work needed to improve achievement for everyone.

We are embedding our defined behaviours through good leadership and management practices to drive a culture of collaboration and effective engagement across our organisation and the education system.

Our leaders are working in partnership with stakeholders in early childhood, schooling and tertiary education to ensure we are listening, understanding and responding to the education system's needs.

From 1 July 2014, we are strengthening our local support through the introduction of 10 Directors of Education allowing us to respond to local education needs more effectively, improve responsiveness, build stronger relationships with the community and operate with more flexibility.

### Our technology

We are taking an asset management approach to our information, making sure we get more robust, accurate and timely data across the education system, so better and faster decisions can be made to lift student achievement. This includes security and privacy activities for trusted and effective data sharing.

We are upgrading our technology to support productivity and the cost-effective management of our assets, infrastructure and school property portfolio. A modern and flexible working environment will help us be more collaborative and agile, both internally and with the sector, and will improve productivity and operational effectiveness.

We will enhance the shared services that we provide to the education sector, ensuring we have cost-effective and robust solutions supporting the delivery of education services across school property, ICT, school transport and school payroll.

### Managing our property portfolio

We are improving our management of school property, focusing on value for money and placing a greater emphasis on developing a property service model that recognises the property needs of individual schools.

We will ensure that school design and capital projects deliver environments that are fit for purpose and support educational achievement. We will strive to establish and maintain a high-performing portfolio of schools by ensuring new schools and additional capacity are delivered in a timely and cost-effective manner. We will do this by identifying further ways to optimise the capacity of schools and minimise the amount of surplus property.

### Managing risk

We have strengthened our risk management systems to implement change and manage our operations more effectively. Our organisational behaviours support collaboration and sharing, which will improve risk identification and management processes.

### Fiscal responsibility

As part of our Value for Money programme, we will prioritise our resources and effort for the highest impact and drive our Value for Money programme to focus on the activities that help us achieve our strategic intentions.

The Value for Money programme aims to improve the quality of our services through effective cost management, improving business processes and using evidence to direct resources to high, value activity.



