



Education Report: Ministry of Education 2021/22 First Quarter Report

To:	Hon Chris Hipkins, Minister of Education		
Date:	1 December	Priority:	Low
Security Level:	In Confidence	METIS No:	1276509
Drafter:	9(2)(a)	DDI:	04 463 8901
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Messaging seen by Communications team:	No	Round Robin:	No

Purpose of Report

The paper provides the quarterly update on Ministry performance with financial and non-financial performance reporting against agreed 2021/22 Budget standards. It also responds to your request for an update on progress against the Education Work Programme (EWP) 2021 and a high-level forward looking Implementation View of programme timelines.

Summary

- 1 This paper brings together the quarterly EWP progress and impact reporting, with a forward looking view, and quarterly updates on Ministry performance with financial and non-financial performance information.
- 2 Te Tāhuhu is focused on shaping an equitable and excellent education system through achieving Government's five Strategic Objectives and building Ministry capability to lead the transformation of the education system.
- 3 During the EWP and Budget strategy sessions on 15 and 22 September 2021, respectively, there was agreement on the work programme priorities that were to be progressed and those that should be deferred over a longer timeframe. Initiatives to support equity; pay parity; workforce; attendance, engagement and wellbeing; and measuring learner outcomes will be the highest priorities over the coming years.
- 4 The attached **2021/22 First Quarter EWP 2021 Report (Annex 1)** demonstrates the progress and insights towards achieving the five objectives through delivering the EWP priorities.
- 5 The attached **EWP 2021 Implementation View (Annex 2)** provides a high-level forward-looking view of implementation, and immediate impacts in the sector. This demonstrates some deliverables expected from EWP initiatives until March 2022. The Implementation view of activity is being used to map the forward of activity towards achieving the intended strategic objectives. In the future, it will also demonstrate programme interdependencies.
- 6 The successful implementation of those key EWP 2021 initiatives over the next year will be affected by **pressing issues** (paragraph 12 refers), such as managing

capacity constraints, building strong relationships with whānau, improving literacy and numeracy within a context of COVID-19, and the resulting financial environment.

- 7 The successful delivery of EWP initiatives will collectively impact the education system by 2024 through improving learner attendance and engagement, improving literacy and numeracy, supporting ākonga and whānau, and strengthening diversity and inclusion.
- 8 At 30 September 2021, we were on track to achieve the majority of **our performance measures**. Reporting is on an exceptions basis with explanations on variances for those measures that are not on track set out on page 6 and in Annex 3.
- 9 The **financial results for the year to 30 September 2021** as set out on page 6 and Annex 4 show:
 - a. total Vote Education expenditure was \$172.8 million (4.2%) under budget
 - b. total Vote Tertiary Education expenditure was \$9.1 million (1%) under budget.
- 10 The report also seek approval to **revise some measures for 2021/22** as set out on page 6 and Annex 5.

Recommended Actions

The Ministry of Education recommends you:

- a. **note** the attached:
- i. 2021/22 First Quarter EWP 2021 Report (Annex 1), which provides a report on the progress towards Government's strategic objectives for education and the EWP 2021 priorities
 - ii. 2021/22 EWP 2021 Implementation View (Annex 2), which provides a high-level forward view of future implementation and immediate impacts in the education sector
 - iii. exceptions reporting on Vote Education and Vote Tertiary Education performance measures (Annex 3)
 - iv. an update on the Vote Education and Vote Tertiary Education financial position as at 30 September 2021 (Annex 4)

Noted

- b. **approve** changes to measures set out in Annex 5, which will be implemented through the Supplementary Estimates

Agree / Disagree

- c. **forward** the report to your Associate Ministers of Education for their information

Agree / Disagree

- d. **release** this briefing once it has been considered by you, with the Annexes withheld as appropriate.

Release / Not release



Anne Marie Taggart
Acting Hautū | Deputy Secretary
Te Puna Rangatōpū | Corporate

1/12/2021



Hon Chris Hipkins
Minister of Education

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In the next version of Annex 1 I would like to see all the elements of the government's Education Work Programme included (eg. healthy lunches, all aspects of the Tomorrow's Schools reform programme etc). CH

Background

- 1 This report provides a record of progress towards the priorities of the EWP 2021 for the first quarter of 2021/22, based on information that is accurate as of 30 September 2021, and highlights key issues for discussion. The report includes a quarterly update on Ministry financial and performance measure exceptions against agreed Budget standards to present a more comprehensive indication of quarterly progress.
- 2 This EWP 2021 report represents an incremental improvement on the previous quarter's transitional template, and now provides the status rating, funding allocated, and expenditures for each EWP initiative, as well as the results of the Ministry's capability improvement activities. The report will continue to be improved and targeted with your feedback.
- 3 Copies of the quarterly report are usually submitted to Select Committee as part of the Annual Review process. It is intended that this document is proactively released, with the Annexes withheld as appropriate.

Alignment with Strategy Session Priorities

- 4 The EWP and Budget Strategy Sessions and supporting discussions have helped to reframe the attached 2021/22 First Quarter EWP 2021 Report (Annex 1) on the priorities that are underway, including equity; pay parity; workforce; attendance, engagement and wellbeing; and measuring learner outcomes. Elevating these priorities in turn means that some initiatives in the EWP 2021 have been deferred until these priorities have been appropriately addressed. The report demonstrates the progress and insights towards how the Ministry has achieved the five objectives through delivering the EWP priorities between 1 July and 30 September 2021.

EWP 2021 - Key Insights (Annex 1 and 2)

Insights from the last quarter

- 5 This quarter, the Ministry has rapidly shifted to providing direct support to schools, whānau and learners in response to the COVID-19 outbreak from August 2021, while continuing to progress its priority work and adapting to working within restrictions. Annex 1 shows that most EWP priorities are being implemented as expected and are either already realising or starting to realise their intended impacts for learners and their whānau. Those initiatives that were deferred in the EWP and Budget Strategy Sessions are also tracking well against their longer-term delivery timeframes.
- 6 The majority of initiatives are in the implementation phase. However, there are priority programmes that are in:
 - the policy phase, such as the Reforms of Tomorrow's Schools and Vocational Education, and
 - the design phase, such as the Reforms of Curriculum, Progress and Achievement, and NCEA and the Literacy and Mathematics Strategy, that need to progress.

This is expected at this stage, and the Ministry is largely on track to deliver the priority programmes by 2024 as anticipated.
- 7 Those programmes that are not on track by the time they conclude require key decisions through the Budget 2022 process. In particular, Budget conversations will impact the extension of the work programme to improve digital access to help

address the digital divide in schools and kura and the development of an independent mechanism for raising and resolving complaints.

8 The following initiatives require your decision:

9.b Improve digital access to help address the digital divide in schools and kura: The decision on the extension of the student households connections after December 2021 is pending (METIS 1272098 refers).

16.b The Reform of Vocational Education: *Unified funding system* requires Cabinet decisions on the design of the new funding system to ensure the system can take effect from 2023 (METIS 1274343 refers).

9 The following initiatives are delayed:

11. Supporting Māori learners and Te Reo Māori Post COVID-19:

c. *Te Kawa Matakura*: There has been a delay in the development of Te Kawa Matakura due to the new direction of the programme being tested in Te Tai Tokerau.

f. *Kura Whānau Reo*: Kura Whānau Reo remains on hold until after the discussions with Te Taihū o Ngā Wānanga concluded.

Foresights

10 **Inter-dependencies**: Teams are working towards better alignment of dependent work streams to ensure outputs and impacts of related programmes leverage off each other. These inter-dependencies are being monitored and managed through the EWP. For example, the NCEA Change Programme and the work to pilot education sector digital identity, as the pilot relies on the application of digital identity profiles for NCEA students.

11 **Impact on the sector**: There is a nation-wide resourcing issue with COVID-19 lockdowns and movement restrictions. Navigating around the sector's capacity constraints will be crucial to these programmes' success. There is an opportunity to use delivery planning and pacing across the work programme, to even out the amount of delivery activity and impact on the sector.

12 There continue to be several **pressing issues** that will add complexity and potentially impact timeframes to progressing the EWP 2021, including giving effect to **Te Tiriti o Waitangi**, managing **capacity constraints**, building **strong relationships with whānau**, improving **literacy and numeracy** and addressing new **challenges created by COVID-19**. The Ministry will address these pressing issues through flagging significant risks in future reports and discussing complexity during Ministerial Agency meetings project management processes where relevant.

Performance measures (Annex 3 and 5)

13 The majority of Estimates performance measures are on track, with 19 Vote Education measures, out of a total of 151 measures, at risk of not being achieved at year end. The Vote Tertiary Education measures are on track for year end.

14 The measures currently at risk are summarised in the following table:

Measures at risk at year end	
Departmental	Non-departmental
<ul style="list-style-type: none"> participation in primary and secondary education: the percentage of students attending school regularly 	<ul style="list-style-type: none"> participation in primary and secondary education: the percentage of students attending school regularly (Term 1 – 4 breakdown)

<ul style="list-style-type: none"> • wait times for Early Intervention Service support: 90 calendar days, percentages within 45 and 60 calendar days) • resourcing payments: accurate and on time • Ministerial reports are proactively release and published online within 30 business days 	<ul style="list-style-type: none"> • participation in secondary education: the percentage of students attending school regularly (Term 1 – 4 breakdown, with Term 2 equity breakdown)
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- 15 We are developing a national Attendance Strategy with regional Action Plans to drive systemic, long-term improvements in school attendance for children and young people. This Strategy is underpinned by a change in approach that emphasises:
- flexible and integrated support for schools and their communities to innovate and raise capability to address issues of student non-attendance and disengagement.
 - strengthening school and sector partnerships with mana whenua, iwi/Māori organisations, community networks and social services agencies to enable student engagement, participation and belonging to be addressed as part of engaging on the importance of regular school attendance.
 - more access to expertise in Ministry regional teams to help school boards and principals to critically examine the causes of non-attendance and effectively respond, and to identify and respond to persistent or escalating patterns of non-attendance, chronic truancy and non-enrolment, and educational disengagement.
 - measurement of the drivers of irregular attendance and intervention effectiveness, developed through the Ministry working with schools, iwi and communities to support ongoing improvement.
- 16 We are also seeking your approval to update some measures for 2021/22 through the Supplementary Estimates process (see Annex 5).

Financial performance (Annex 4)

- 17 Total expenditure for the year to 30 September 2021 was:
- \$172.8 million (4.2%) under budget for Vote Education, mainly due to underspends in departmental capital expenditure where projects have been delayed due to COVID-19 lockdowns, school lunch programme, learning support and alternative education, integrated school property through the timing of the Essential Property Maintenance programme and teacher salaries. This has been offset by an overspend of \$35.4 million in school property portfolio management due to an increase in depreciation.
 - \$9.1 million (1.0%) under budget for Vote Tertiary Education, mainly due to underspends with a timing variance due to the establishment of six Workforce Development Councils, and Fees-free Payments due to low enrolments. There are two areas of overspend: volume pressures within the Industry Training Fund, and a one-off grant to Te Whare Wānanga o Awanuiārangī.

Next Steps

- 18 You may wish to discuss this report at a forthcoming Ministerial Agency meeting.
- 19 Future quarterly EWP reports will include incremental improvements in reporting on regional and sector impact Reports will also align with agreed priorities in the draft Ministry Statement of Intent 2021-26 (refer METIS 1276988).
- 20 The Implementation View will continue to be refined based on updated delivery and planning information. In the future, the implementation view will aim to provide more clarity around programme interdependencies.

Proactive Release




- 21 We recommend that this Briefing is proactively released as per your expectation that information be released as soon as possible. Any information which may need to be withheld will be done in line with the provisions of the Official Information Act 1982.


Annexes

- Annex 1: Ministry of Education 2021/22 First Quarter Education Work Programme 2021 and CRRF Initiatives Report
- Annex 2: Ministry of Education 2021/22 Education Work Programme 2021 Implementation View
- Annex 3: Exceptions reporting on Vote Education and Vote Tertiary Education performance measures
- Annex 4: Update on the Vote Education and Vote Tertiary Education financial position as at 30 September 2021
- Annex 5: Proposed changes to 2021/22 performance measures

Annex 1: First Quarter Education Work Programme 2021 and CRRF Initiatives Report




Funding Allocated from Budget 2021 for expenditures between 2020/21 and 2024/25, including outyears, baseline funding and previous budgets
Expenditure as of 30 September 2021


PHASE	DEFINITION	STATUS	DEFINITION
	Policy	● RED	Initiatives that are off track against 2020/21 delivery plans and risk to delivery by the time the programme concludes.
	Design	● AMBER	Initiatives that have delayed programme delivery for 2020/21 that may be mitigated by the time the programme concludes.
	Implementation	● GREEN	Initiatives that are on track to deliver the intended programme impacts as expected against plans for 2020/21.
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	EWP 2021 Initiative	Approach	First Quarter Progress 1 July to 30 September 2021	Impact of the initiative on the education system	Outcomes Achieved	Phase	Status	Funding Allocated \$	Expend iture \$
Learners at the centre: Learners with their whānau are at the centre of education	1. Ka Hikitia - Ka Hāpaitia and Tau Mai Te Reo	Te Whānau: Education provision responds to learners within the context of their whānau	<p><i>Whanau Engagement Fund:</i> The Ministry continues to partner with iwi and Māori organisations to provide support to rangatahi who are at risk of or are disengaged from learning (METIS 1272913 refers). Iwi are working with learners and their whānau to identify, plan and take action to support those learners achieve their educational goals and aspirations. Iwi are:</p> <p>Engaging with Whānau: Iwi are working alongside the learners and their parents/caregivers to identify and support disengaged tamariki and rangatahi. The Ministry is brokering relationships with schools so they are part of the discussions too.</p> <p>Collaborating and Partnering: Iwi are working in partnership with schools to identify and respond to the changing needs of individual learners and group of learners, to ensure improvements in their attendance and engagement in learning are sustained. This is primarily done through iwi undertaking weekly support visits to each of the identified learners in their school.</p> <p>Supporting Aspirations: Iwi are utilising and implementing the PATH approach when working with Māori learners and their whānau. This approach involves a stepped process which first relies on supporting learners to clarify and document their education aspirations, what supports they require to progress towards and achieve their aspirations, wrapping supports around ākonga, facilitating and brokering access to education and training providers learners have signalled they wish to locate in to re-engage in education, as well as identifying capability gaps, filling those gaps and supporting the creation of an aspirational eco-system.</p> <p>Empowering to Aspire: This is an Iwi-led initiative focusing on supporting the Kōkiri Alternative Education students enrolled in the four state high schools in Rotorua. Iwi are partnering with schools to support them provide a nurturing learning environment to create space in which learners can reset, refocus and relaunch their learning and work towards achieving their education aspirations.</p> <p>Re-engaging in education: Iwi working with Māori learners and their whānau who have disengaged, disconnected, and switched off from learning in school since the first COVID-19 Lockdown in 2020 to motivate learners to take steps to support them re-engage in education.</p>	This programme is early in the implementation process and there is no data yet to indicate impact of this work on the education system. The Ministry does not expect to start seeing the impact until the end of the 2021/22 financial year.	This programme will achieve system shifts with education services in education and support Māori learners and their whānau, hapū and iwi to achieve excellent and equitable outcomes.		●	\$5.20	\$0.73

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Learners at the centre: Learners with their whānau are at the centre of		Te Tangata: Māori are free from racism, discrimination and stigma in education	<p>The Ministry's Te Hurihanganui work team partner continues to work collaboratively with five of the six participating communities. These communities are working through Te Pō, building the deep relationships required to sustain the work and participating in learning activities to build their understanding of critical consciousness and kaupapa Māori. Engagement activities progressed with our sixth community and hapū/iwi are expected to agree to participate and begin engaging with schools and services in Quarter 2.</p> <p>The evaluation partner delivered the draft evaluation framework and the indicators of success for our first three communities, which will continue to be refined. The evaluation team continued to onboard and train Kai Aromatawai, and gather baseline data.</p> <p>The system change work programme has grown and during the last quarter, the Ministry focused on building the team to ensure we have the capability and capacity to progress the work. The Ministry agreed to lead the work on developing guidance for Boards of Trustees on giving effect to Te Tiriti o Waitangi, as stated in s127 of the Education and Training Act. During the last quarter, the Ministry began to develop of system change work programme. This is in its early stages and the detailed work programme is expected to be completed in Quarter 2.</p>	<p>Clear changes are beginning to be seen in participating communities. In one community in particular, there is a change in the power dynamic within the relationship between iwi and schools and services. Iwi are leading discussions and decisions in an education space with schools and services creating and holding space for iwi to lead.</p> <p>Through Te Hurihanganui, the Ministry is gathering insights and learnings that will be applied at a system level to shift the education system. A tactical approach is being taken at this stage with a focus on professional learning and development and support for leadership and governance.</p>			●	\$10.17	\$0.29

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EWP 2021 Initiative		Approach	First Quarter Progress 1 July to 30 September 2021	Impact of the initiative on the education system	Outcomes Achieved	Phase	Status	Funding Allocated \$	Expenditure \$
Learners at the centre: Learners with their whānau are at the centre of education		Te Kanorautanga: Māori are diverse and need to be understood in the context of their diverse aspirations and lived experiences	<p><i>Learning Support Action Plan:</i> The Ministry is embedding the principles of Ka Hikitia into its work in the Learning Support Action Plan, changing the way it works to give effect to Te Tiriti. Over the past quarter, the Ministry has been building cultural capability and competencies by embedding Māori tikanga protocols, using te reo Māori, and undertaking cultural training and forums. With this foundation, the Ministry has gathered te ao Māori resources and tools to support delivery of the Plan, been able to effectively raise the visibility of Māori ākonga in its advice to Ministers and used Ka Hikitia to underpin its regional workstream priorities. This work is creating the conditions for Ka Hikitia and Tau Mai Te Reo to be implemented through the Learning Support Action Plan workstreams as it partners with whānau and iwi to better support Māori ākonga to experience success with their education.</p> <p><i>Te Ahu o Te Reo Māori:</i> The Ministry has signed a new contract with Te Rūnanga Nui o Ngā Kura Kaupapa Māori. This takes the total number of expert te reo Māori providers contracted to deliver Te Ahu o te Reo Māori to 13. A national provider hui was held in July 2021, which provided an opportunity to meet with providers before national delivery started. Ten of the 13 providers have started delivery. Of the remaining three providers, one will start in November 2021 and two in 2022.</p> <p>COVID-19 has had a slight effect on the delivery on this Kaupapa. All providers were asked to provide an alternative delivery plan during the lockdown. Six providers moved from face-to-face delivery to online delivery and the other four providers had no change to their delivery plans and continued as usual. As part of the RFP, all providers were asked to provide an online component of the programme, which meant they were well prepared to move to online delivery in the instance that the country would go back into Alert Level 4. There are 1,900 ākonga participating in terenga cohort one and the target for terenga two is 5,000.</p> <p><i>Increase workforce capability to give effect to Ka Hikitia:</i> This is a priority in Minister Davis' delegation letter. Update is not available for this quarter.</p>	<p><i>Learning Support Action Plan:</i> This programme is early in the implementation process and there is no data yet to indicate impact of this work on the education system. However, the foundational capability and competency growth in the Ministry will influence the way in which the Learning Support Action Plan is implemented and how it affects the outcomes for Māori ākonga and their whānau.</p> <p><i>Te Ahu o Te Reo Māori:</i> This programme is strengthening the provision of te reo Māori by encouraging the education workforce to grow their confidence in using and integrating te reo into their practice. The Ministry have received positive feedback from both ākonga and kaiako. The first round of oral reports from providers has commenced, which is where the Ministry will hear from the sector and be able to report on a more comprehensive update of how the programme is going.</p>			●	\$13.01	\$0.39
		Te Tuakiritanga: Identity, language and culture matter for Māori learners	<p><i>Refresh the national curriculum and ensure that Aotearoa New Zealand histories are taught in all schools and kura from 2023:</i> Within the refresh of the overall curriculum framework as bicultural and inclusive, the Ministerial Youth Advisory Group developed the draft Vision for Young People, which was tested by the Bicultural and Inclusive Framework working group and the Curriculum Voices Group.</p>	<p><i>Refresh the national curriculum and ensure that Aotearoa New Zealand histories are taught in all schools and kura from 2023:</i> The New Zealand Curriculum refresh is being progressed in a way that brings to life partnership under Te Tiriti The</p>			●	\$13.01	\$0.39

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Learners at the centre: Learners with their whānau are at the centre of education			<p>The Social Sciences writing group has completed a draft of the refreshed learning area, which has been 'fast tested' with 23 schools. Testing of the vision for young people and the Social Sciences learning area draft content will now take place in Term 1, 2022.</p> <p>Through the work to ensure that Aotearoa New Zealand histories are explicit in the curriculum, the Ministry has been working with iwi across the country to support them to share their local histories. The Ministry will continue to support iwi to develop action plans for how kura and schools can identify and access local and, where relevant, national histories and knowledge, including places of significance, significant tupuna, significant events, and local taonga.</p> <p><i>Integrate te ao Māori and mātaruanga Māori into NCEA achievement standards:</i> Te ao Māori and mātauranga Maori are being built into the Review of Achievement Standards and assessment materials. Piloting of all three levels of Te Ao Haka, which was developed in the 2020/21 financial year, is progressing well in more than 30 schools and kura. Subjects for Te Marautanga o Aotearoa Level 1, 2 and 3 have been confirmed and released.</p> <p>A decision has been made to rephrase elements of the Programme, but there is an overall budget shortfall.</p>	<p>Treaty. The work to reframe the New Zealand Curriculum has been set up as bicultural and inclusive to include leadership from people steeped in te ao Māori and are paying attention to Māori participation and leadership across all our groups. This sits alongside a conscious focus on the inclusion and amplification of a range of voices currently disadvantaged in our education system.</p> <p><i>Strengthen the Māori medium education pathway:</i> This work will support improved education, wellbeing and te reo Māori outcomes for Māori learners and whānau because the majority of learners in Māori medium education are Māori. This will support our Treaty of Waitangi obligations and various international instruments.</p> <p><i>Integrate te ao Māori and mātaruanga Māori into NCEA achievement standards:</i> Mana Ōrite values te ao Māori and the needs and perspectives of ākonga Māori, including being explicitly grounded in mātauranga Māori when appropriate. This programme ensures that there is equal support for ākonga Māori in all settings and equal status for mātauranga Māori.</p>					

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Learners at the centre: Learners with their whānau are at the centre of education	EWP 2021 Initiative	Approach	First Quarter Progress 1 July to 30 September 2021	Impact of the initiative on the education system	Outcomes Achieved	Phase	Status	Funding Allocated \$	Expend iture \$	
		Te Rangatiratanga: Māori exercise their authority and agency in education.	Strengthening Māori participation in leadership and governance of education services: 9(2)(f)(iv)	This initiative will free up capacity of school leaders to improve school leadership, and provide access to supports for school leaders to build their capability.				\$ -	\$ -	
		Te Hono Wānanga: exploring reform with the Wānanga sector	<p>Cabinet has agreed to explore options for updating the legislative settings of the wānanga sector, including legislative status, governance, and relationship with the Crown. We provided advice to Ministers on discussions with the wānanga sector, in particular with Te Wānanga o Raukawa, regarding their wish to be reconstituted as an independent entity. We are developing the range of options, including how it aligns within the broader MME legislative work programme.</p> <p>As part of Budget 2021 decisions, Cabinet agreed to provide equal and ongoing access to stop-gap funding of \$2 million per annum for each wānanga. The stop-gap funding will help address the immediate funding pressures facing the wānanga sector and support wānanga to protect and enhance the mātauranga Māori continuum. Funding agreements were signed in this quarter.</p> <p>Additionally, Cabinet agreed to establish the Addressing Inequitable Funding of Wānanga contingency to support the growth and development of wānanga while work on a longer-term funding framework continues. We initiated discussions with each wānanga on the purpose to which that funding would be put.</p>	<p>The work programme seeks to address long standing issues in the relationship between Crown and Wānanga, and rebalance kawanatanga and rangatiratanga</p> <p>The objective of the funding workstream of Te Hono Wānanga is to work with the wānanga to design a funding framework that will best support the educational delivery and outcomes of wānanga. In so doing, it will ensure the wānanga are supported to provide a clear tertiary pathway for ākonga in Māori Medium Education.</p>				\$32.30	\$2.00	
		Te reo Māori funding rates review	9(2)(f)(iv)						\$ -	\$ -

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	Te Aka Maurea Māori Language Plan for the Ministry of Education	The Ministry of Education's te reo Māori Strategy, Te Aka Maurea (previously known as Te Rautaki Reo), was approved by Te Taura Whiri in July 2021 and approved in principle by the Te Tāhuhu o te Mātauranga Te Ohu Poutoko. Te Tāhuhu o Te Mātauranga is currently developing an investment and implementation plan. Te Aka Maurea will support Te Tāhuhu to grow its te reo and tikanga Māori capability and contribute to meeting our Te Tiriti commitments to be a good kāwanatanga partner.	Te Aka Maurea will serve to shape a workforce who are competent and confident in te reo and tikanga Māori. This will enhance our relationships with Māori partners, clients, stakeholders, ākonga and whānau.	Te Aka Maurea contributes to the revitalisation of te reo Māori under the Māori Language Act 2016 and meets the Te Tāhuhu's organisational goals of improving understanding and application of Māori-Crown relations, diversity, inclusion, and cultural responsiveness.		●	\$ -	\$ -
2. The Early Learning Action Plan 2019-2029	Children and whānau experience environments which promote their wellbeing and support identity, language and culture	The Department for Internal Affairs has launched Early Learning Journeys to support parents and whānau to navigate their choices of education and learning pathways. This online tool has been developed by the Ministry and DIA to help parents identify and select the right early learning service for them within their locale, as well as offering early advice on financial support for childcare.	The Minister has approved the criteria through which the Ministry can evaluate and monitor the impact of the Early Learning Action Plan. The first measurement report on the Early Learning Action Plan will be complete by the end of 2022.	This programme moves New Zealand's early learning system towards enabling every child to enjoy a good life, learn and thrive in high quality settings that support their identity, language and culture, and that are valued by parents and whānau.	Closed	●	\$ -	\$ -
	All children are able to participate in quality early learning and have the support they need to learn and thrive	Policy work has continued on the accountability framework and developing the working model for the equity index to review equity and targeted funding. Progress on this programme has been delayed due to the impacts of COVID-19.				●	\$ -	\$ -

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Learners at the centre: Learners with their whānau are at the centre of education	Teaching staff and leaders are well qualified, diverse, culturally competent and valued	<p>Action 3.1 Regulating for 80% qualified teachers: The last quarter focused on preparing for and publicly consulting on "Regulating for 80% Qualified Teachers" and "Raising the Level of Home-Based Educators' Qualifications" through Tranche 2 of the Early Learning Regulatory Review in September and October 2021.</p> <p>Action 3.2 Raise level of home-based educators' qualifications: The Ministry finalised the funding criteria to enable pay parity for certificated teachers in education and care services with their counterparts in kindergartens. This included Cabinet agreement to reduce the number of steps that services will need to attest to from 1 January 2022 from 1-6 to 1-5. Services that opt into the new funding rates will need to pay their certificated teachers with the relevant experience at Step 6 from 1 January 2023.</p> <p>Action 3.3 Develop an early learning teacher supply strategy: To ease teacher supply pressures, Cabinet agreed to a border exception to allow qualified overseas early childhood teachers to enter New Zealand. The Ministry has been working alongside Early Childhood Education sector representatives on the practical implementation of Cabinet's decision.</p>				●	\$ 39.90	\$ -
	Children develop capabilities that are valued by their whānau and community and support them to be competent and confident learners	<p>Action 4.1 Gazetting the full framework of Te Whāriki: Public consultation was set to take place in 2021 on Gazetting the full framework of Te Whāriki, with a view to implementing the full framework as a legal requirement from 2022. This timing of the consultation will now be adjusted to occur in 2022 instead, and the anticipated implementation timeframe will be extended to 2023.</p> <p>Action 4.2 Delivering practice and progress tools: The draft framework for a suite of tools to support formative assessment and teaching practice in early learning (Kōwhiri Whakapae), and draft tools in the area of social-emotional learning have been developed. A professional learning and development-supported trial of Kōwhiri Whakapae in the area of social and emotional learning has started and will run until June 2022. The second set of tools, for oral language and literacy, is under development.</p>				●	\$1.15	\$.16
	Early learning services are part of a planned and coherent education ecosystem that is supported, accountable and sustainable	<p>Action 5.1 Introduce a managed early learning network: Network management is a new function to manage the number of new early learning services. The last quarter focused on preparing for and publicly consulting on introducing a managed early learning network as part of Tranche 2 of the Early Learning Regulatory Review in September and October 2021.</p> <p>Action 5.3 Set aside space for early learning services alongside school sites, where possible: The Ministry has now finalised policy changes to put aside space for early learning services within the</p>				●	\$ -	\$ -

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Learners at the centre: Learners with their whānau are at the centre of education			masterplan of the school, where available, affordable and practicable. <i>Action 5.4 Strengthen governance and management support for Pacific language and other community early learning services:</i> The Ministry has appointed a National Pacific Early Years Learning Support Advisor in Auckland and 6 of 7 regionally-based Advisor positions across five regions.						
	3. CRRF: Increasing Wellbeing and Mental Health Support to Learners and Education Workforce	Strengthen Mental Health Services for Tertiary Students	As at 30 September 2021, \$1.6 million had been committed for the 2021/22 financial year through the contract between the Ministry of Health and Te Pūkenga New Zealand Institute of Skills and Technology. The initiative will extend access to primary mental health and addiction services for students enrolled at all Tertiary Education Institutions, building on the existing roll out of free mental health and wellbeing services delivered through the Access and Choice programme. Services will provide support to students who are experiencing mild to moderate mental health and addiction needs, but do not meet the criteria for specialist mental health services, ensuring that that students are aware of and can easily access the support options available to them. Māori and Pacific students are priority populations for this initiative. Given the greatest proportion of Māori and Pacific students are enrolled in Te Pūkenga subsidiaries and wānanga, funding for 2020/21 has focused on rolling out services within these institutions. Te Pūkenga New Zealand Institute of Skills and Technology has used Ministry of Health funding to expand student wellbeing services in three of its subsidiaries, and is working with the remaining 13 subsidiaries to undertake service assessment and design. The Ministry of Health continues to engage with wānanga regarding how best to address the mental health and wellbeing needs of learners. The Ministry is also in discussion with Universities New Zealand regarding the implementation of additional student wellbeing services. The three Auckland-based universities, Auckland University of Technology, University of Auckland and Massey University (Auckland campus) have been prioritised in recognition of the current COVID-19 restrictions.	This programme is enabling greater access to mental health services for tertiary students.	This programme provides greater access to mental health and wellbeing supports to learners and the education workforce.		●	\$5.00	\$1.62
		Provide Guidance Counselling in primary and secondary schools	<i>Counselling in selected primary schools and small secondary schools:</i> School delivery plans for face-to-face counselling services are being finalised with providers, and the timing and resource constraints that COVID-19 Alert Levels have presented are being working through. To date, eight of the nine providers are geared up to offer a remote service to schools where they are delivering counselling support. Additionally, on 30 September 2021, the Ministry advised schools	This is early in the implementation process and there is no data at this time to indicate the impact of this initiative on the education system.			●	\$12.45	\$0.42

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Learners at the centre: Learners with their whānau are at the centre of education			<p>in the Auckland region of a new one-off fund of \$1.5 million available from October 2021 to enable schools and kura to contract additional counselling services to help ākonga in Auckland deal with the impact of COVID-19 on their wellbeing.</p> <p><i>Guidance counselling in large secondary schools:</i> 215 secondary schools with over 450 secondary students have received additional staffing entitlement of 0.4 FTE in 2021 to enable them to provide additional guidance counsellor services.</p>						
		Deliver Frontline Curriculum Support and Resources	<p>A suite of Relationships and Sexuality Education teaching and learning resources is mid-way through development to support the delivery of the Guidelines that were released in September 2020. A range of other wellbeing teaching and learning resources are in development and will be released on the refreshed Health and Physical Education Online website.</p> <p>All curriculum leads have been recruited and inducted across all 10 regions. Slow recruitment meant an underspend to date, but expenditures are now on track with full recruitment completed.</p>	The resources, which are bilingual, clear and easy to use, are aimed at strengthening the delivery of the key areas of learning in Health Education across the entire curriculum pathway in both English and Māori Medium, with particular focus on mental health and relationships and sexuality education. Curriculum leads can unpack and make sense of the resources, and ensure kaiako are designing learning for all learners of all abilities, languages, identities and cultures.			●	\$0.80	\$0.27
		Increase Access to Workplace Wellbeing Support for Educators	<p>With the recent resurgence of COVID-19, the Ministry made a nationwide Employee Assistance Programme service available in August 2021 for employees of all early learning centres, schools and kura for three months. By 30 September, individual counselling sessions were delivered to around 705 teachers and education staff who have registered to use the service.</p> <p>In August, the Accord Governance Group agreed to discontinue delivery of the wellbeing hub. The Ministry's Procurement team has worked to conclude the contract with the supplier. The Group also agreed with the concept of a regionally targeted fund to utilise the remaining wellbeing budget. On the Minister's agreement, work on the fund was paused until the current COVID-19 situation and plan for Alert Levels became clearer. The pause is to allow the Ministry to better understand the impact on the fund and allow for funding to be reallocated to resurgence Employee Assistance Programme services if demand required. Funding that was distributed to two Kaupapa Maori Pathway Organisations last quarter is now being managed by those organisations to support and develop initiatives that enhance the wellbeing of their kaiako spanning across 104 affiliated kura.</p> <p>\$0.1 million has been spent in Quarter 1 for these services on an</p>	In recognition of the importance of educator wellbeing, this programme is ensuring availability of wellbeing support to educators that is complementary to those already provided by schools.			●	\$4.65 An IPET of \$4.05 million, if approved, will mean a forecast total of \$8.70 million.	\$0.10

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Learners at the centre: Learners with their whānau are at the centre of education			initial three-month contract until November 2021. The uptake from educators has been lower than anticipated. Other activities are still being designed with the Accord.						
	4. Reforms of curriculum, progress and achievement, and NCEA								
	4.a. Refresh the national curriculum				The refreshed curriculum, progress and achievement supports the right of all ākonga, including Māori, Pacific students and those with disabilities and learning support needs, to experience rich and responsive learning.				
		Strengthening the New Zealand Curriculum	Within the refresh of the overall curriculum framework as bicultural and inclusive, the Ministerial Youth Advisory Group developed the draft <i>Vision for Young People</i> , which was tested by the Bicultural and Inclusive Framework working group and the Curriculum Voices Group. The Social Sciences writing group has completed a draft of the refreshed learning area, which has been 'fast tested' with 23 schools. Approval to test and undertake engagement on these drafts has been given, and a timeline for these processes is in development. Initial work to inform the scope of the refresh of the English, Mathematics and Statistics (and Science) learning areas are under way.	The New Zealand Curriculum refresh is being progressed in a way that brings to life partnership under Te Tiriti The Treaty. The work to reframe the New Zealand Curriculum has been set up as bicultural and inclusive to include leadership from people steeped in te ao Māori and are paying attention to Māori participation and leadership across all our groups. This sits alongside a conscious focus on the inclusion and amplification of a range of voices currently disadvantaged in our education system.			●	\$10.01	\$0.26
		Strengthening Te Marautanga o Aotearoa	Update not available for this quarter.	Update not available for this quarter.					
	4.b. Ensure that Aotearoa New Zealand histories are taught in all schools and kura from 2022	Develop Aotearoa New Zealand Histories	Feedback from the consultation period earlier in the year informed the updates to the curriculum content that were completed in this quarter. Advice was provided to the Minister (METIS 1266719 refers). The Ministry is continuing to develop resources and supports.	This new curriculum content will support ākonga to be critical thinkers and understand our past in order to make sense of the present. It supports the Government's Te Tiriti o Waitangi obligations through providing a national curriculum that recognises and values the history of iwi and hapū, and creates greater experiences for ākonga Māori in education.			●	\$5.38	\$0.63

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Learners at the centre: Learners with their whānau are at the centre of education	4.c. Implement the NCEA change programme	Barrier free NCEA	Accessibility design principles are informing the Review of Achievement Standards. Immediate actions to support the current teachers, students and communities within the current Special Assessment Conditions system have been agreed. A decision has been made to rephase elements of the programme. The status is red due to an overall budget shortfall.	The new standards and outcomes delivered through the NCEA Change Programme are inclusive and accessible to all learners, and schools and kura are being supported to deliver NCEA in an inclusive manner.			●	\$1.37	\$0.07
		Mana Ōrite mo te Mātauranga Māori	Te ao Māori and mātauranga Maori are being built into the Review of Achievement Standards and assessment materials. Piloting of all three levels of Te Ao Haka, which was developed in the 2020/21 financial year, is progressing well in more than 30 schools and kura. Subjects for Te Marautanga o Aotearoa Level 1, 2 and 3 have been confirmed and released. A decision has been made to rephase elements of the programme. The status is red due to an overall budget shortfall.	Mana Ōrite values te ao Māori and the needs and perspectives of ākonga Māori, including being explicitly grounded in mātauranga Māori when appropriate. This programme ensures that there is equal support for ākonga Māori in all settings and equal status for mātauranga Māori.			●	\$5.23	\$1.12
		A stronger NCEA for all New Zealanders	The development of NCEA Level 1 subjects is on target to be completed in November 2021, ready for piloting. Mini-piloting of four subjects is progressing well in 25 schools. There has been widespread feedback from the sector on the products being produced by the Review of Achievement Standards. Subjects for New Zealand Curriculum Levels 2 and 3 have been confirmed and released. The pilot for the new te reo matatini me te pāngarau and literacy and numeracy standards and assessment, which were developed in the 2020/21 financial year, is progressing well in approximately 20 schools and tertiary education organisations. The Ministry is developing supports for the first cohort of learners who sit the new standards. COVID-19 has had some impact on this work and more a more significant impact on future plans for Review of Achievement Standards. A decision has been made to rephase elements of the programme. The status is red due to an overall budget shortfall.	The NCEA credentials are the most important learning outcomes to support the aspirations of all ākonga along their pathways through life.			●	\$ 27.15	\$6.23
		Development of Gagana Tokelau and Vagahau Niue NCEA subjects	The membership of the Readiness Expert Groups for both Gagana Tokelau and Vagahau Niue have been determined. The Groups will support the Ministry to scope the approach to NCEA development for both languages. A decision has been made to rephase elements of the programme. The status is red due to an overall budget shortfall.	This programme expands the subjects available as part of NCEA to Gagana Tokelau and Vagahau Niue.			●	\$1.05	\$ -
	5. CRRF: NCEA Online: Transforming	Implement NCEA Online: Transforming	NZQA is progressing well towards the end-of-year 2021 NCEA examinations. Enrolment in digital exams by schools and students is significantly up on 2020 numbers, although actual participation will likely be affected by the COVID-19 Alert Levels.	The NCEA Online programme utilises new technologies and business processes to deliver assessments that reflect	NCEA Online gives all students the opportunity to perform at their best to fulfil their personalised learning		●	\$ 14.29	\$3.24

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Learners at the centre: Learners with their whānau are at the centre of	Assessment for Learners	Assessment for Learners		digitally-supported teaching and learning. NCEA students are increasingly able to respond in contexts relevant to their culture and experience, that reflect te ao Māori and incorporates Mātauranga Māori, as well as providing assistance to students with disabilities and learning difficulties.	pathway and to credential their learning with a relevant and credible qualification.				
	6. CRRF: Providing Digital Identity Required for Online Assessment and Learning	Providing Digital Identity Required for Online Assessment and Learning	The project has currently submitted a single-stage business case for endorsement by the Information and Communications Technology Governance Board, which supports the allocated funding in Budget 2020. The project is in the second phase of its plan, and is designing and building the technology. Key outcomes of this phase are the completion of all the associated technology testing through a proof of concept and the successful completion of a services pilot involving schools and the NZQA. The project has adopted a services-led design methodology and the final stage of this process is scheduled for completion in March 2022. Significant work on the necessary privacy, security and standards arrangements are underway.	The Digital Identity for Online Learning service will enable senior secondary students to access online assessment and learning easily and securely, using a single logon throughout their secondary education. The programme will support the roll-out of NCEA Online and access by learners and ākonga to their New Zealand Record of Achievement, even after they leave school.	The programme complements the Government's Digital Identity Programme and aligns with the Digital Identity Trust Framework.		●	\$5.25	\$0.55
	7. Develop a literacy strategy and mathematics (including numeracy strategy)	Develop advice for Ministers on strategies and action plans	The Ministry has engaged widely and gathered a range of evidence, and has updated the Ministers on the programme's progress (METIS 1266696 and 1271809 refer).	This is in the advice stage and there is no data at this time to indicate the impact of this initiative on the education system.	This programme addresses persistent inequities and reverses the pattern of long-term decline in literacy and maths progress and achievement.		●	\$ -	\$ -

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Barrier-Free Access: Great education opportunities and outcomes are within reach	8. An Action Plan to improve student attendance and engagement	Develop an Action Plan to improve student attendance and engagement	<p>In the first quarter, a National Attendance Strategy was drafted and was used to inform regionally-led discussions and support the development of regional attendance plans. Discussions have focused on developing clear goals, outcomes and measures which can be by all parts of our system, including national and regional staff alongside the sector and regional leadership groups.</p> <p>A final re-draft of the National Attendance Strategy is in development to reflect key points raised in regional discussions and feedback. The draft will be shared with a wider group of stakeholders in Term 1, 2022. The Ministry is now designing and developing Regional Attendance Action plans that reflects the National Attendance Strategy's goals and outcomes. The first draft of the Regional Attendance Plans will be completed in November 2021.</p>	In light of the current COVID-19 environment, the Ministry considers engagement and participation to be as integral as attendance in the providing value to learners. This recognises that learning in classrooms cannot be the sole environment for learners to gain access to quality education. This programme also needs to consider how to support learners engage in distance learning and supporting recovery from learning loss.	The Ministry has significantly improved data assets in relation to attendance, which are expected to design and monitor or evaluate a future Action Plan to illustrate the outcomes of this programme.		●	Baseline	Staff costs as part of baseline
	9. Initiatives to tackle barriers to education success	Strengthen the evidence base through an education research, evaluation and development strategy	NZCER, ERO and the Ministry have established a steering group to guide the engagement and development of education research. A working group with broader membership has also been established to assist with the design. The engagement is being guided by the Te Arawhiti framework and recognises all Te Tiriti o Waitangi partners. Engagement with Peak Bodies starts in November 2021.	This programme will identify, respond to, share and respect the needs and insights of Indigenous peoples, Pacific communities, disabled and diverse groups by actively engaging these groups through the development process. It will also strengthen the coordination of education research, evaluation and development across the education sector to be more cohesive and impactful and better capitalise on activities.	This programme will enable a wide range of research and evaluation data across these initiatives. Education research, evaluation and development will strengthen the coordination across the education sector to be more cohesive and impactful and better capitalise on activities.		●	Baseline	Staff costs as part of baseline

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Barrier-Free Access: Great education opportunities and	Provide a Joint Ministers Statement of Expectations and work programme for how education agencies give effect to Te Tiriti o Waitangi	Section 6 of the Education and Training Act 2020 provides that the Minister of Education and the Minister for Māori Crown Relations Te Arawhiti may issue a statement of expectations to education agencies about what those agencies must do to provide equitable outcomes for all learners and give practical effect to Te Tiriti o Waitangi, after consulting Māori. Ministerial approval will be sought to the proposed approach to develop a statement. It is anticipated that for any snapshots of progress against their deliverables, education agencies will include the connection to any statement of expectations Te Tiriti deliverables, as appropriate, within their existing reporting arrangements.	Issuing a statement of expectations supports an integrated and consistent approach to Māori education issues and opportunities across education agencies to achieve equitable outcomes for all learners. Ka Hikitia the Māori Education Strategy would guide the agencies' implementation. A statement also provides transparency for Māori and other New Zealanders about how education agencies are undertaking this work and the being progress made.	In this context of a Te Tiriti statement of expectations, equitable outcomes for all learners means Māori succeeding as Māori, strengthened te reo Māori me ngā tikanga, and a stronger education system.		●	Baseline	Staff costs as part of baseline
	Develop physical restraint rules and guidance	The Ministry is developing physical restraint rules and guidance.	This programme is intended to support schools to minimise the use of physical restraint, which will have positive impacts on student wellbeing and engagement.	This programme will have positive impacts on student wellbeing and engagement.		●	Baseline	Staff costs as part of baseline
	Strengthen school planning and reporting	Policy work has been undertaken to establish an approach to developing regulations under the new planning and reporting requirements. However, the COVID-19 disruption has resulted in delays to development of regulations and design of approach with the regions.	The Act provides for a new strategic planning approach for schools and kura, which comes into force on 1 January 2023. This new strategic planning process is intended to move schools from an annual refresh of their charters to a three-year strategic plan and an annual implementation plan, which is a less prescriptive and more enabling approach to planning and reporting which should enable schools to have plans that reflect the identities, needs and aspirations of their school communities.	A more enabling planning and reporting framework will better reflect the needs and aspirations of ākonga, whānau and school communities.		●	.05 estimated	Staff costs as part of baseline

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Barrier-Free Access:	Strengthen collaborative networks across the system	The Ministry is working with an Accord sub-group, which consists of the Ministry, NZEI, PPTA and SPANZ, to explore areas in the Kāhui Ako model that can be improved to make it more flexible. Progress has been slower than anticipated due to the impacts of COVID-19. The group has established an agreed sector engagement process that was ratified by the Governance Group. The process will involve the development and running of an online survey in November and December 2021, followed up with some targeted focus group interviews, which are likely to be held in February 2022. From that, the sub-group is planning to do a final report on recommendations to the Governance Group in April 2022.	A more flexible Kāhui Ako model will help the education and training providers that form around children and young people's learning pathways work together to help them achieve each child's full potential.	This programme will have positive impacts on student wellbeing and engagement.		●	Baseline	Staff costs as part of baseline
	9a. Implement an Equity index for schools and early learning services			The programme is expected to improve outcomes for these learners, and will particularly benefit Māori learners.		●	\$ 10.68	Staff costs within baseline
	Replace school deciles with an Equity Index	Advice has been provided on funding levels and distribution, transition impacts and the treatment of other funding streams that are targeted by decile, specifically the Special Education Grant and the donations scheme. The decisions will inform a Budget 2022 bid. Funding was provided through Budget 2021 to begin implementation of the equity index in schools. A project team is currently being established and initial assessments of the changes needed across Ministry systems are underway.	This initiative will increase total equity funding in the system and ensure that it is well-targeted towards schools with students facing the greatest socioeconomic barriers.					
	Work on Equity Index for early learning	The first version of an index for early learning has been produced. The Sector Reference Group met in July 2021.	This initiative will increase the total equity funding in the system and ensure that it is well targeted towards schools with students facing the greatest socioeconomic barriers.			●	\$0.25	\$0.01
Barrier-Free Access:	9b. Improve digital access to help address the digital divide in schools and kura (CRRF: Equitable Digital Access)			This programme enabled more students to remain engaged with their schools and education during the COVID-19 restrictions.			\$7.14	\$5.60
	Enhance capability in network management, including planning for the Māori medium network	Update not available for this quarter.	Update not available for this quarter.				\$ -	The spend is tracked as a whole for this initiative and cannot be

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Barrier-Free Access:	EWP 2021 Initiative	Approach	First Quarter Progress 1 July to 30 September 2021	Impact of the initiative on the education system	Outcomes Achieved	Phase	Status	Funding Allocated \$	Expenditure \$
		Continue to support existing connected households and follow-up with schools to ensure as many of the eligible student households that need an internet connection have one	This is the continuation of the Proactive Connections campaign that occurred before the August 2021 change in Alert Levels, which started with working with South Auckland decile 1-3 secondary schools to identify additional student households that need an internet connection. There was funding for an additional 2,000 households, who have had their connections extended until 31 December 2021. An extra \$2.0 million has been allocated to order up to 7,000 more connections to capture any unmet demand following the August 2021 outbreak. More than 600 connections have been ordered as part of the latest campaign.	Access to device and connectivity allows NCEA students to prepare for their exams despite disrupted school access, and home internet access allows families to access essential services online while at home due to lockdowns or self-isolation.			●	\$ -	broken down into each approach area.
		Continue work with DIA, MBIE and telco partners to develop sustainable equity connectivity solutions that Ministry connected student households can transition to when Ministry funding ends in December 2021	The decision on the extension of the connections after December 2021 is pending. An Education Report has been provided to the Minister (METIS 1272098 refers), and the Ministry is awaiting further instructions. If the decision is made not to extend the programme, then the Ministry will kick off the transition campaign. Discussions to align with the Department of Internal Affairs' Digital Inclusion for Social Housing programme is ongoing. There will be complications if DIA chooses not to adapt their scope to fit a cross-agency approach. The Equity Operating System is on track to be used to facilitate the transition.	The Equity Operations System forms the centre of the Multi-Agency Multi-Vendor arrangement that will allow for the installations and management of Internet connections to students and whānau.			●	\$ -	
		Preparation and comms for transition or termination of Ministry connected student households from January 2022	Work on this programme is pending government decision on the extension of internet connectivity.	This programme ensures that families are given the opportunity to retain their connections if they choose.			●	\$ -	
		Terminate and close out activities for the end of the COVID-19 response on 31 December 2021	Work on this programme is pending government decision on the extension of internet connectivity and may not be required if the programme gets extended beyond 31 December 2021.	This programme ensures that families are given the opportunity to retain their connections if they choose.			●	\$ -	

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EWP 2021 Initiative		First Quarter Progress 1 July to 30 September 2021		Impact of the initiative on the education system	Outcomes Achieved	Phase	Status	Funding Allocated \$	Expend iture \$
	Evaluate and publish programme results	The draft report will include qualitative and quantitative insights and briefings held for key executive sponsors. Further analysis is being undertaken, which may impact the scheduled release date of October 2021. Given this is a ministerial commitment, the status has been elevated to red.		This is a key input to the decision to extend connections beyond 31 December 2021 and bids for Budget 2022.			●	\$0.40	\$0.40
	Develop framework to provide greater central support for IT in schools and kura	The design of a policy approach and investment thinking is being undertaken and the problem statement, analysis of current state, and draft investment planning is in development.		This programme will provide greater central support for IT in schools and kura.			●	Baseline	Baseline
	Develop a Cloud Economics Business Case	A Request for Qualifications was completed for like-for-like cost comparison of shortlisted cloud vendors.		This programme will greatly reduce capital expenditure intensive investment cycle for Ministry IT and better align the operating expenditure to usage.	This programme will improve the responsiveness and efficient delivery of business IT applications.		●	\$ -	\$ -
Ba rri	10. The Learning							\$ 14.92	\$0.70

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EWP 2021 Initiative	Approach	First Quarter Progress 1 July to 30 September 2021	Impact of the initiative on the education system	Outcomes Achieved	Phase	Status	Funding Allocated \$	Expend iture \$
Support Action Plan 2025	Implement a new Learning Support Coordinator (LSC) role in schools and kura	<p>The first tranche of 623 Full Time Teaching Equivalent (FTTE) LSCs was allocated to 124 learning support clusters around the country. As at 16 September 2021, 95% of the 623 LSC FTTE were employed nationally in schools and kura. These LSCs support 1,052 schools, covering more than 300,000 students. LSCs are allocated to clusters at a ratio of approximately 1 LSC FTTE to every 500 school-aged learners in the cluster. The allocation of LSCs took into account cluster characteristics, such as progress in having the Learning Support Delivery Model in operation to collectively support the new LSCs, the proportion of rural schools, the proportion of Māori and Pacific students, the number of Māori-medium kura, and the number of students in a cluster.</p> <p>LSC induction and professional learning development forums have been delivered. Approximately 700 LSCs and principals attended the 2020 forums in Auckland, Wellington and Christchurch, and 610 new and existing LSCs attended the online forums in March 2021. In addition, 268 principals attended the March 2021 online forums for principals</p> <p>A new online Learning Support Network of Expertise for LSCs and Special Education Needs Coordinators is providing consistent, ongoing training and development in these roles.</p>	A three-phase evaluation of the LSC initiative is taking place. The Phase 1 evaluation found that LSCs are adding new capacity and capability in schools and kura and they are delivering well on most functions identified in the role description. The evaluation has learned that the response to learning support needs is becoming more proactive and strategic, particularly in well-functioning clusters.	LSCs are identifying students, including those with more moderate needs, whose needs would have previously gone unmet.		●	\$6.08	\$ -
	Strengthen screening and the early identification of learning support needs	The Ministry has worked with a schools reference group to determine four domains of focus for a school entry kete. These domains are: Relationships for Learning; Social and Emotional learning (self and co-regulation); Mathematics and Statistics; and Language and Literacy. As of the end of September 2021, the Ministry has contracted expertise to develop these tools in each of these areas.	When the kete is live in schools, the tools will allow kaiako to notice recognise and respond to the learning needs of new entrant mokopuna, which are mokopuna in their first six months of schooling.	This programme provides efficient, consistent and trustworthy information that focuses on important foundational capabilities to inform teaching and learning programmes in mokopuna's first year of school.		●	\$0.60	\$0.24
	Strengthen early intervention	<p><i>Reducing wait times:</i> Regional teams continue to focus on reducing wait times. After finishing 2020/21 under the 90-day performance measure target, the first quarter has ended with national average wait time of 93 days. Work is ongoing to fully embed the tiered model of support in early learning to proactively manage increasing demand.</p> <p><i>Early Intervention Service Evaluation:</i> The Phase One report has been drafted and is undergoing final review. The Phase Two (outcome) design is underway, and the Ministry is working with Ministry of Health's Disability Services as they review the findings of Child Development Service redesign projects. The Ministries will work together to analyse the alignment and integration in the Learning Support Delivery Model and consider possible changes to Health's funding to enable system change.</p>	Reduced wait times will mean children, whānau and educators get support early. The evaluation of the process (phase one) will point to key changes for system improvements. Better alignment with Child Development (Health) services will improve the experience of families.	This programme provides more effective, efficient and evidence-based supports for more children in the early years.		●	\$ -	\$ -

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Barrier-Free Access: Great education opportunities and outcomes are within reach for every learner	Provide flexible supports and services for neurodiverse children and young people	The Ministry has published and promoted a literature review of the research on neurodiversity from a te ao Māori perspective to understand the evidence base and provide recommendations for education. Over the past quarter, the Ministry has developed a project approach to delivering flexible supports that are responsive to neurodiversity and begin from a te ao Māori perspective. The activities are already underway with the development of three inclusive design modules, a te ao Māori adaptation of the Alert pilot programme in two primary schools, initial contact with a Kāhui Ako to explore a locally-led initiative developing supports for neurodiversity, and also exploring the opportunity to set up a network for Learning Support practitioners working in Māori Medium settings.	Through whānau, kaiako and iwi Māori sharing stories of their lived experiences of neurodiversity, their knowledge and preferences will be heard and valued. The collective stories will support educators to have a deeper understanding of Māori perspectives and inform changes in Learning Support, such as practitioner training and resource development. We will build understanding and capability of kaiako, and Ministry specialists to design inclusive environments for all ākonga.	The education system will understand and plan for neurodiversity from the outset, responding to strengths and the needs of a wide range of ākonga with flexible supports. The Ministry will partner with Māori to improve and develop new learning supports for all ākonga, starting from a te ao Māori perspective.		●	\$0.30	\$0.05
	Meet the learning needs of gifted children and young people	The Ministry is currently developing the architecture for the identification framework with a gifted working group, which will be procured through open tender. The Ministry is also exploring procurement processes for gifted events and opportunities for ākonga in Māori medium settings. There are two rounds of Awards for Gifted Learners annually to provide funding support for activities that challenge the gifted learners and their learning in a way that suits them. The current application period for this award closed on 30 September. The flexible Awards for Teachers of Gifted Learners to support professional learning and development close to home have been postponed due to COVID-19, but opened in October and closed in November 2021. There are also Awards for Post-Graduate Specialist Teaching at Massey University, which closed in September 2021. The Early Learning gifted project is producing resources and providing in person and online workshops for early learning kaiako. The provider is advertising for workshop places in Term 4, 2021. The response has been high with a lot of positive conversation on social media.	The evaluation on the gifted package is in procurement phase and will commence in 2022.	The gifted package aims to help gifted learners to develop their exceptional ability and positively support their social and emotional wellbeing.		●	\$2.34	\$0.35
	Improve education for children and young people at risk of disengaging	Work on the Redesign of Alternative Education Provision (At Risk provision) was interrupted and delayed due to COVID-19, and Minister Tinetti has agreed to taking an incremental approach to implementing the full ideal state. The priority focus areas for the remainder of 2021 will be the Referrals process and Funding model. Over the past quarter, the Ministry has undertaken engagement with key stakeholders to co-design the referrals process, and has undertaken policy work on the funding model. This work contributes to the development of a Budget Bid for Budget 22.	This programme addresses the needs of Māori and Pacific ākonga, male ākonga, and ākonga with learning or other disabilities, experience of care and protection, and experience of socio-economic disadvantage who are disproportionately at risk of disengaging from their learning.	This initiative aims to prevent disengagement, improve at-risk education provision for those who need it and strengthen the supports for re-engagement. This will result in early identification of learning difficulty that may lead to disengagement, and better address the needs of ākonga with behavioural needs.		●	\$ -	\$ -



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Barrier-Free Access: Great education opportunities and outcomes are within reach for every	Undertake a review of high and complex needs: ORS funding increase	The first phase of engagement with approximately 80 stakeholders over six weeks was completed in July 2021. A Summary of Engagement with a proposed Scope and Terms of Reference were presented to the Minister. These were then considered by the CBC Cabinet Committee and Cabinet in September 2021. Once the Cabinet process has been finalised through an announcement by the Minister, the second wider engagement phase can begin to gather more information and evidence alongside work to unpack barriers identified or confirmed through Phase One.	The review is in an initial phase and it is too early to consider the impact of any recommendations that might follow.	The review is in an initial phase and it is too early to consider the outcome of any recommendations that might follow.		●	\$0.68	\$0.07
	Test new practice and progress tools in early learning services to support resilience and social skills and encourage young children to self-regulate as part of Government's Social Inclusion Package	CORE Education was contracted in August 2021 to run a Professional Learning and Development supported trial of the practice and progress tools (Kōwhiri Whakapae). In September 2021, CORE Education began developing resource content, research instruments and communications. The supported trial will run from November 2021 to May 2022 with up to 120 early learning services, including Māori and Pacific services. 40 services will participate in an online programme and 80 services will participate in a face-to-face programme available in Northland, Auckland, Wellington and Christchurch.	This programme will support resilience and social skills and encourage young children to self-regulate as part of Government's Social Inclusion Package.	This programme will have positive impacts on students' emotional wellbeing.		●	\$ -	\$ -
	Have new Attendance Service provider contracts in place with Budget 21 funding	The Ministry has put contract variations in place for this programme.	This programme is early in the implementation process and there is no data yet to indicate the impact of this work on the education system.	This programme is early in the implementation process and there is no data yet to indicate the outcome of this work on the education system.		●	\$4.87	\$ -

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<p>Barrier-Free Access: Great education opportunities and outcomes are within reach for every learner</p>	<p>Roll out the Standardised Learning Support Register to schools and kura, as part of Te Rito</p>	<p>The implementation of the Standardised Learning Support Register has been delayed by the pause in deployment of Te Rito. At this stage, there is no confirmed date for when the deployment will restart. As a result of the early-stage roll outs, which commenced in 2020, four clusters of schools and early learning services are currently connected or concluding their connection to Te Rito and the Standardised Learning Support Register, and continue to trial and provide feedback on development. Service Managers continue to promote the usage of the common language taxonomy for all other clusters, in readiness for future deployment. In early 2021, the Ministry was commissioned to explore national deployment options. During the planning process with regional teams and schools, the increasing risk of cybersecurity attacks (ransomware) on schools caused the Ministry to re-assess the security standards for integrating schools' student management systems (SMS) with Te Rito and other products such as the standardised Learning Support Register. In addition, one of the SMS providers became insolvent during the quarter, requiring intervention from the Ministry to support its client schools to migrate their data to alternative SMS platforms 9(2)(f)(iv)</p>	<p>The Standardised Learning Support Register, which is part of the Learning Support Delivery Model, standardises the taxonomy of learner needs which until now has been subject to local interpretation and variation. The standardisation will create consistency of needs descriptors for students across the country, making it easier for schools and kura to 'speak the same language' about student needs in their communities, and in turn provides more consistent reporting of needs for comparison at a regional and national level.</p>	<p>This programme will help schools and kura work together better to address students learning support needs and understand the effect of their interventions.</p>			<p>\$0.06</p>	<p>\$ -</p>

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Barrier-Free Access:
Great education opportunities and outcomes are within reach for every learner

11. CRRF: Supporting Māori Learners and Te Reo Māori Post COVID-19	Commence Te Ahu o te Reo Māori	<p>The Ministry has signed a new contract with Te Rūnanga Nui o Ngā Kura Kaupapa Māori. This takes the total number of expert te reo Māori providers contracted to deliver Te Ahu o te Reo Māori to 13. A national Māori provider hui was held in July 2021, which provided an opportunity to meet with providers before national delivery started. Ten of the 13 providers have started delivery. Of the remaining three providers, one will start in November 2021 and two will start in 2022.</p> <p>COVID-19 has had a slight effect on the delivery on this Kaupapa, but nothing substantial as all providers had an alternative delivery plan for potential disruptions. Six providers moved from face-to-face delivery to online delivery and the other four providers had no change to their delivery plans and continued as usual. As part of the Request for Proposal, all providers were asked to provide an online component of the programme which meant they were well prepared to move to online delivery in the instance that the country would go back into Alert Level 4. There are 1,900 ākonga participating in terenga cohort one and the target for terenga two is 5,000.</p> <p>The first round of oral reports from providers has commenced, which is where the Ministry will hear from the sector and be able to report on a more comprehensive update of how the programme is going.</p>	<p>This programme is strengthening the provision of te reo Māori by normalising the use of te reo Māori, encouraging the education workforce to grow their confidence in using and integrating te reo into their practice, and helping tamariki Māori feel secure in their identity and culture. The Ministry has received overwhelmingly positive feedback from both ākonga and kaiako.</p>	This programme strengthens the Government's commitment to Te Tiriti o Waitangi, productive partnerships with Māori and the revitalisation of te reo Māori and tikanga.			\$ 24.90	\$ 11.90
	Oversee the Whānau Engagement Fund	<p>It was intended that Regional offices walk alongside iwi as they provide engagement, facilitation and brokerage services to Māori learners and their whānau. The Ministry has a range of existing supports and resources that will also contribute to reconnecting and re-engaging Māori learners into an education pathway. The Ministry is therefore focusing on strengthening the partnership relationship with iwi and growing capability and understanding of Partnership obligations as Treaty partners.</p>	<p>This programme is early in the implementation process and there is no data yet to indicate impact of this work on the education system. The Ministry does not expect to start seeing the impact until the end of the 2021/22 financial year.</p>				\$1.00	\$0.18

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Barrier-Free Access: Great education opportunities and outcomes are within reach for every learner	Deliver Te Kawa Matakura	<p>There has been a delay in the development of Te Kawa Matakura due to the new direction of the programme being tested in Te Tai Tokerau. Discussions with Te Taihū o Ngā Wānanga have been postponed while Te Taumata Whakahaere Governance Group and Ngātiwai Trust Board continue to prioritise and prepare for programme delivery in 2022.</p> <p>The Ngātiwai Trust Board is contracted to deliver Te Tauranga Kōtuku Rerenga Tahī programme in Te Tai Tokerau, to February 2022. The Ati ā-Toa Future Guardians are on track to complete the programme by December 2021. A second cohort Ati ā-Toa is due to commence the programme from February 2022.</p> <p>Several Ati ā-Toa have already completed their final assessments, demonstrated their learning and exhibited their knowledge they acquired during the programme. One of the Ati ā-Toa created a resource that includes the language and dialect of Te Tai Tokerau and has created this resource in the hope of inspiring other descendants of Te Tai Tokerau to learn the local dialect and to also support the ongoing vitality of te reo Māori within Te Tai Tokerau. The delivery of Te Kawa Matakura programme continued during COVID-19 through the use of online platforms.</p>	<p>This programme provides the opportunity for young people to take leadership roles in the advancement of their whānau, hapū, marae and iwi. Te reo Māori also plays a significant role in the success of this programme.</p> <p>The Ati ā-Toa follow the footsteps of the Ngāio mātauranga ā-iwi experts to their kāinga, their place in the world. It is walking slightly behind and to the side as opposed to walking in the footsteps. Each Ati ā-Toa creates their own path. Along the way, the Ati ā-Toa are strengthened and experience a natural flow to their development, engage in self-discovery and become seekers of knowledge.</p>		●	\$2.70	\$0.65
	Deliver Te Aho Ngārahu	<p>The Ministry holds contracts with eight providers to work with iwi storytellers to develop a suite of resources in both print and digital forms including picture books, video, podcasts and interactive mapping. In addition, 24 provider contracts have been commissioned to create curriculum teaching and learning resources to support the roll-out of Te Takanga o te Wā in Te Marautanga o Aotearoa.</p>	<p>This programme exemplifies a way of working that is grounded in Te Tiriti o Waitangi whereby the Ministry partners with iwi, hapū and whānau to narrate and produce stories that exemplify kōrero of importance to that iwi and specific to their rohe, which are developed into new curriculum resources for both English and Māori Medium Education settings.</p>		●	\$2.20	\$0.94
	Deliver Rauemi	<p>Nine new resources for Kura Māori and te reo Māori settings were distributed in August 2021. Nine new titles for learners of te reo Māori in the series Reo Tupu were also distributed to English Medium schools in September 2021. The Papakupu Rauemi project has also supported and strengthened te reo Māori in the wānanga ako of Te Marautanga o Aotearoa enabling teachers and students to access detailed explanations of the language. The Ministry are preparing to re-engage with providers for the remaining Rauemi projects: Ngā Kete Kōrero, Pae Akonga and Te Reo Tupu.</p>	<p>This Ministry is the biggest provider of te reo Māori rauemi to the Māori medium sector. The programme distributes te reo Māori resources to support the teaching and learning in both English and Māori Medium Education settings. The range of Rauemi produced not only supports te reo Māori, but also enhances engagement with ākonga, kaiako and whānau. Demand is increasing for digital rauemi with the evolution of innovative technologies.</p>		●	\$2.30	\$0.16

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Barrier-Free Access: Great education opportunities and outcomes are within reach for every learner		Roll out Kura Whānau Reo	Kura Whānau Reo remains on hold this quarter until discussions with Te Taihū o Ngā Wānanga have concluded. The Ministry and regions are identifying the final key pilot regions. In anticipation of co-design work, the Ministry has identified iwi and hapū who have prioritised language learning with whānau to participate in Kura Whānau Reo. The regional offices are currently working with their iwi and hapū to deliver this. Outcome Agreements are expected to be in place by the end of December 2021.	Once initiated, the Kura Whānau Reo Māori language programme will enhance and strengthen the Māori language capability of whānau who have children learning te reo Māori as a subject or are learning in and through te reo Māori. Kura Whānau Reo seeks to use to good advantage the power of whānau to enhance and strengthen the Māori language capability of ākonga, by way of enhancing and strengthening their own as well.			●	\$2.00	\$0.12
	12. The Action Plan for Pacific Education 2020-2030 (CRRF: Targeted Support for Pacific Learners and Families (operating contingency))								
		Expand Reading Together Programme: Increase children's literacy and educational achievement with focus on Māori, Pacific, migrant, and refugee learners.	Recruiting staff to deliver the Reading Together programme has been impacted by COVID-19. The Ministry will continue with the design and implementation planning in November 2021. Delivery is expected to be back on track by end of December 2021.	With a focus on culturally responsive partnership, the Reading Together® Te Pānui Ngātahi programmes will provide much greater reach to parents, whānau, iwi and communities with effective strategies to support their children learning to read and increased reading enjoyment.	Duffy Books in Homes will expand ownership of books at home through children's choice of loved books. The approach to this initiative will be to develop and embed sustainable high-trust partnerships for ongoing improvement in children's wellbeing and education success.		●	\$2.28	\$ -
		Develop the Action Plan for Pacific Education 2020-2030 framework	The Framework has been developed and the first phase of data collection is underway. The work to develop a measurement framework for the Action Plan is ongoing, with evaluation of funds to commence shortly.	This programme is early in the implementation process and there is no data yet to indicate impact of this work on the education system. Pacific communities will have a report by the end of the second quarter.	This programme strives to ensure that diverse Pacific learners and families are safe, valued and equipped to achieve their education aspirations.		●	\$0.10	Staff cost as part of baseline
		Work reciprocally with diverse Pacific communities to respond to unmet needs, with an initial focus on needs, including policy work on Pacific medium	Stage 1 of policy work to develop a long-term policy on Pacific bilingual and immersion education has been completed. Stage 2 of policy work to develop a long-term policy on Pacific bilingual and immersion education is underway.	This programme is early in the implementation process and there is no data yet to indicate impact of this work on the education system.			●	\$3.26	Staff cost as part of baseline

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Barrier-Free Access: Great education opportunities and outcomes are within reach for every learner		pathways, with an initial focus on needs arising from the COVID-19 pandemic							
		Confront systemic racism and discrimination in education	Work is underway in partnership with Tokona Te Raki to move away from streaming and towards inclusive education practices and structures in collaboration with learners, whānau and education services. The Ministry entered into a contract with Tokone Te Raki in September 2021.	The distribution of the 'Ending Streaming in Aotearoa' document will influence teacher practices. Work is underway to end streaming through initiative with educators, whānau and leaders.			●	\$0.25	\$0.07
		Enable every teacher, leader and educational professional to take coordinated action to become culturally competent with diverse Pacific learners, including growing the cultural competency of teachers through embedding Tapasā	The Ministry released a Request for Proposal for to procure a professional learning and development provider, who will employ facilitators with the right capabilities to be able to work with teachers and leaders of Pacific learners in early learning and in schooling to grow the competencies that support the Tapasā framework. The RFP has closed and the evaluation panel met in October 2021 to select the supplier, who is expected to start in November 2021.	Tapasā professional learning and development focuses on sustaining and strengthening teaching practices that improve wellbeing, learning and progress for Pacific learners and engagement with their families through the development of cultural competencies.			●	\$0.81	\$ -
		Partner with families to design education opportunities together with teachers, leaders and educational professionals so that aspirations for learning and employment can be met	The Ministry has delivered a strengthened the Talanoa Ako programme to support families and worked on unmet needs through the Pacific Innovation Education Fund.	Evaluation continues to validate that in culturally safe spaces such as Ako centres, parents feel more comfortable and confident. This enables them to become more knowledgeable about the education system and learning, and helps them better support their children's learning journeys and form equitable partnerships with schools. Ako centres enable Pacific learners to feel supported with one on one and group educational expertise and are confident to transfer their new learnings to a school setting.	The programme builds parents knowledge of the education system, which has led them to have greater engagement with their children's learning.		●	\$2.63	\$0.54

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Barrier-Free Access: Great education opportunities and outcomes are within reach for every learner	Grow, retain and value highly competent teachers, leaders and educational professionals of diverse Pacific heritages.	<p><i>Supporting Pacific Young People Into Technology and STEM Careers:</i> To encourage more Pacific learners into technology careers, the Ministry is progressing opportunities to improve awareness of technology and STEM pathways to students, whānau and teachers. Further, supporting work-integrated pathways from education into employment ensures more Pacific young people have opportunities to have work experiences, or gain apprenticeships or 'earn while you learn' opportunities.</p> <p>The Ministry has completed all contractual arrangements with suppliers, and has been working with schools who will support these initiatives. It is expected that approximately 15,000 ākonga will be reached in 2021/22 and 1,500 per year will be reached in 2022/23 and 2023/24. Year 1 supports larger Nanogirl Live events and will reach a greater number of ākonga, with Year 2 and 3 including the more tailored full-year STEM programmes through the P-Tech programme.</p> <p><i>TeachNZ Awards:</i> No awards were distributed this quarter. TeachNZ scholarship programme applications were open between October and November 2021.</p>	<p><i>Supporting Pacific Young People Into Technology and STEM Careers:</i> The initiative will increase Pacific learners' capability and confidence to pursue a pathway into STEM. The initiative is currently in the design stage.</p> <p><i>TeachNZ Awards:</i> For the TeachNZ Study Awards, some weighting is given to study proposals that support the Ministry of Education's priorities to improve learning outcomes for both Māori and Pasifika, and achievement of Māori and Pasifika people in education. This is included in the selection factors for the awards.</p>	This programme strives to ensure that diverse Pacific learners and families are safe, valued and equipped to achieve their education aspirations.		●	\$1.19	\$ -
	Strengthening Pacific early learning provision	Update not available for this quarter.	Update not available for this quarter.					
	CRRF: Deliver the Pacific Education Support Fund and Pacific Education Innovation Fund	<p>Funding for delivery was made available from July 2021, with funding agreement negotiations commencing after this. Due to the volume of applications received in Auckland, the assessment and negotiation period is taking longer than forecast. The COVID-19 outbreak in August 2021 has had an impact on the ability to complete negotiations and for early learning and school-based projects to commence.</p> <p>At the end of the first quarter, 43 of the 46 funding agreements (94%) have been executed in ProcurEd for the Pacific Education Support Fund and 60 of the 122 funding agreements (49%) have been executed in ProcurEd or Resourcing for the Pacific Education Innovation Fund. The majority of the gap is in Auckland and is a result of the extended Alert Level 4.</p>	This programme is early in the implementation process and there is no data yet to indicate impact of this work on the education system. Findings of impact and outcomes will be sourced through the evaluation that will be complete in 2022.			●	\$ 13.30	\$3.58
	CRRF: Evaluation	The evaluation has been impacted by the COVID-19 outbreak due to a limited ability to engage with beneficiaries of the fund in person.	This programme is early in the implementation process and there is no data yet to indicate impact of this work on the education system.			●	\$0.47	\$0.05
	CRRF: Provide supports for the Translation and Distribution of Key Education Materials	There has been limited progress in this quarter. However, a meeting with the sector is scheduled for November 2021 to discuss hard packs and activity books that will be translated in Pacific languages.	This programme is early in the implementation process and there is no data yet to indicate impact of this work on the education system.			●	\$1.20	\$0.04

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Barrier-Free Access: Great education opportunities and outcomes are within		CRRF: Tautai o le Moana	There has been no progress this quarter due to the impacts of the COVID-19 outbreak on implementation in Tāmaki Makaurau. If it continues, the Ministry will monitor this and increase the focus after restrictions have been lifted. A new contract with the newly established Tautai o le Moana Trust Board is imminent.	This programme is early in the implementation process and there is no data yet to indicate impact of this work on the education system.			●	\$0.65	\$ -
		CRRF: Targeted Support for Pacific learners and families to ensure Pacific families and learners are equipped to access education during COVID-19 response.	The bulk of translation and distribution of resources will occur in late 2021/22 to support Pacific learners, families and communities to continue to engage or re-engage with learning in a new post-COVID-19 environment.	This programme provides Pacific learners and their families with access to educational resources and learning supports in their languages. It removes barriers to an equitable education system.			●	\$1.40	\$0.13
		CRRF: Support external Professional Learning and Development for Early Learning Centres	The professional learning and development has been impacted by the COVID-19 restrictions, with a limited ability to engage in person with the educators accessing the professional learning and development.	This programme is early in the implementation process and there is no data yet to indicate impact of this work on the education system.			●	\$2.00	\$0.02
Quality teaching and leadership: Quality teaching and leadership make the difference for	13. Reform of the Tomorrow's Schools System								
	13.a. A New Education Service Agency (Te Mahau)				This programme is establishing a more responsive, accessible and integrated local support function for early learning services and schools by restructuring Te Tāhuhu o Mātauranga.			\$ 65.82	
	Address weaknesses in the education system's ability to deliver excellent and equitable outcomes to all learners	Te Mahau was established within a redesigned Te Tāhuhu o te Mātauranga in October 2021. This included the establishment of Te Poutāhū Curriculum Centre. All Hautū Deputy Secretaries are in their roles as of October 2021 and a Te Mahau brand is in play.		This programme is early in the implementation process and there is no data yet to indicate impact of this work on the education system.			●	\$ -	\$ -
	Develop a more networked, responsive and supported system in stages over a number of years	Update not available for this quarter.		Update not available for this quarter.					
	13.b. A national Curriculum Centre	Recruit 48 new advisors that will sit within Te Poutāhū	In June 2021, the Secretary for Education announced that Te Poutāhū, previously referred to as the Curriculum Centre, would be officially established in October 2021 as part of Te Mahau, previously referred to as the Education Service Agency, within a redesigned Te Tāhuhu o te Mātauranga Ministry of Education. Te Poutāhū provides strengthened and inclusive curriculum	As part of Te Mahau, Te Poutāhū will support front-line engagement with the education sector through strengthening and enabling inclusive curriculum leadership. This			●	Baseline	Staff costs as part of baseline

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Quality teaching and leadership: make the difference for learners and their			leadership, expertise and partnering for the New Zealand Curriculum, Te Marautanga o Aotearoa and Te Whāriki, as well as providing expertise and resources for quality teaching. Te Poutāhū continues to form strong connections with academics, teachers, unions and employers outside of Te Tāhuhu so that the group is at the forefront of curriculum and teaching practice. The group will utilise sector advisory expertise through the Curriculum Advisory Group and Te Whakaruruhau and leverage data, insights and engagement capabilities to inform curriculum development and support for quality teaching.	function helps the Ministry deliver on the intent of the Tomorrow's Schools recommendations.					
	9(2)(f)(iv)								
		9(2)(f)(iv)	9(2)(f)(iv)	This programme is early in the design process and there is no data yet to indicate impact of this work on the education system.			●	\$0	\$0
		9(2)(f)(iv)	9(2)(f)(iv)				●	\$0	\$0
	13.d. Strengthening the Māori medium education pathway	Strengthen the Māori medium education pathway	Over the first quarter, the programme has been in the establishment phase. Cabinet approved this programme of work in October 2021. Officials will report back to Minister Davis in June 2022 to seek agreement for the development of a work programme to grow Māori medium education in early learning and schooling and Kaupapa Māori pathways in tertiary education. 9(2)(f)(iv)	This work will support improved education, wellbeing and te reo Māori outcomes for Māori learners and whānau because the majority of learners in Māori medium education are Māori.	This programme will support the Ministry's Treaty of Waitangi obligations and international instruments.		●	Initial forecast \$3.0 million	\$0.13
	14. Continued work to attract and develop a strong, culturally competent education workforce that is capable, supported, valued and connected, including through				This programme will develop, in partnership, a workforce strategy that ensures Aotearoa New Zealand has a capable and motivated workforce in sufficient quantity to meet demand, and to enable all young ākonga to thrive in future Aotearoa New Zealand.		●	Baseline	\$ -
		Work programme to strengthen ITE	The Ministry has provided advice on initiatives to support trained and registered technology teachers in secondary schools.	This programme is early in the design process and there is no data yet to indicate impact of this work on the education system.					
		Strengthen resources and guidance	Update not available for this quarter.	Update not available for this quarter.					

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Quality teaching and leadership: Quality teaching and leadership make the difference for	changes to improve Initial Teacher Education	Provide professional support for teachers and enhancements to the Ready to Read series and the Reading Recovery intervention	Update not available for this quarter.	Update not available for this quarter.					
	15. CRRF: 100% Qualified and Certificated Teachers (ECE)	Provide funding to reinstate a higher funding band for teacher-led, centre-based services	For the July 2021 funding round, 777 services received the 100% funding band. Services are eligible to receive the 100% funding band during the November 2021 funding round, covering entitlement for the June 2021 to September 2021 period. Entitlement for July to September 2021 will be known once the 1 November payment is completed and will be included in the next quarterly report. The recent RSV outbreak and re-emergence of COVID-19 in the community could make it difficult for services to maintain 100% certificated teachers because of advice to stay at home when unwell. If a teacher is at higher risk of illness due to COVID-19, this also limits the availability of qualified teachers. To mitigate this risk, services could access a higher number of discretionary hours between June and September 2021, allowing them to maintain their 100% funding band if they could not find a certificated reliever.	As a result of this programme, more early learning services are reporting a 100% Staff Hour Count. This suggests an increase in the number of hours a child has in contact with a certificated teacher.	This funding incentivises early learning services to operate with a higher proportion of qualified and certificated teachers, improving the quality of education delivered.		●	\$ 65.07	\$ -
Future of Learning and Work: Learning that is relevant to the lives	16. The Reform of Vocational Education	Run events that connect Schools, Communities and Employers	352 (77%) of the anticipated 457 'Events that connect Schools, Communities and Employers' were completed in 2019/2020. In total, the events were attended by 56,186 students and 3,575 employers. The 2020/21 event series was impacted by COVID-19. This financial year, the Ministry is running a modified 'Events that connect Schools, Communities and Employers' series, supporting approximately 47 events, with \$27,000 of funding available per event. The events will promote trades and vocational pathway opportunities to ākonga and their whānau. The Request for Proposal stage for this work closed in October 2021, and applications are currently being assessed through the procurement process.	Overall, the events showed good results in the number of students indicating active consideration of vocational careers following an event, with an increase of 16.2% for schools' events and 31.1% for organisations' events. Over 90% of students attending organisations' events felt they were more prepared with the skills necessary to be successful in their future education and employment.	This programme provides support to ākonga as they make the transition between education and employment, by connecting them to employers, and exposing them to career opportunities in the vocational pathways.		●	\$1.23	\$ -

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Future of Learning and Work: <i>Learning that is relevant to the lives of New Zealanders today and throughout their lives</i>		Ensure that the next stages of the Reform process include Māori as key partners, including by setting up Te Taumata Aronui	Te Taumata Aronui has been established and functional since 2019. The Ministry provides resources for Te Taumata Aronui Secretariat.	This programme will identify and understand the barriers for diverse vocational learners entering, progressing and thriving in the sector, with consultation and consideration of priority groups. It will also reimagine and develop strategies and inclusive career pathways to support a diverse workforce and provide equitable opportunities and outcomes in the workplace.		●	\$0.25	\$0.02
		Establish Centres of Vocational Excellence (CoVE)	The TEC received the CoVE's mid-year reports in September 2021. Both CoVEs, ConCoVE (construction) and Food and Fibre, have progressed successfully from their establishment phases into business as usual, and their work programmes are now well underway. Updated annual plans are expected in November 2021, which will provide direction regarding what they are aiming to achieve in 2022. The TEC is also working with each CoVE to agree on some impact measures for 2022 onwards to help understand the impact that each CoVE is having on their respective sectors moving forward.	The Food and Fibre CoVEs projects include Te Ao Māori integration into Level 3 Māori Cadetship Programme, development of a more flexible work integrated learning model, development of an evaluation framework and establishment of an authoritative view of best practice in Vocational Education and Training delivery.	Closed	●	\$ -	\$ -
	16.a. Establish Workforce Development Councils (WDCs) and oversee the integration of Te Pūkenga (CRRF: Establishing Workforce Development Councils to Support COVID-19 Recovery)						\$ 75.00	\$ -
		Establish Workforce Development Councils	As at 30 September, the Workforce Development Councils had been appointed and undertaken their initial induction before becoming operational in October 2021. All the Chief Executives have now been appointed, with staggered start dates from early October through mid-November 2021. Staff recruitment is underway, with most initial staff being transitioned from either Transitional Industry Training Organisations or the NZQA. An online induction event for all on boarding staff around New Zealand was held in October 2021.	This programme will ensure learners receive vocational education that is more relevant to work, increase the attractiveness of vocational education, and prioritise traditionally underserved learners and those needing to retrain. Councils will honour te Tiriti o Waitangi and support Māori-Crown relationships.		●	\$ -	\$ -
		Oversee the integration of Te Pūkenga	Te Pūkenga will engage with staff and stakeholders on the draft operating model over October and November 2021. Work is progressing on developing an integrated workplan, which shows what needs to occur by when. Three early mover Transitional Industry Training Organisations successfully transitioned their training function to Te Pūkenga's Work-Based Learning subsidiary. Te Pūkenga has recently completed a draft of its operating model, although further work is needed on how it will be implemented.	Te Pūkenga released a Te Rito Learner Insights Reports focusing on Pacific and disabled learners and factors that enable their success in vocational learning. Also, Te Pae Tawhiti Network Insights report was released and identified current capability, the strengths and weaknesses of the Te Pūkenga network in giving effect to Te Tiriti o Waitangi, and excellent practice that can be shared across the network to amplify impact for Māori.		●	\$ -	\$ -

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Future of Learning and Work: Learning that is relevant to the lives of New Zealanders today and throughout their lives	16.b. Create a framework and plan for a unified funding system	Develop a unified funding system for VET	The Ministry is finalising the policy design of the unified funding system, with Cabinet decisions expected in the second quarter.	This programme supports the creation of a Vocational Education and Training system that is responsive to the needs of employers, learners, and communities.	This programme will support the implementation of the unified funding system, which is key to achieving the Reform of Vocational Education objectives, leading to a Vocational Education and Training system that is responsive to the needs of employers, learners and communities.		●	\$0.65	\$0.20
	17. CRRF: Transitional Industry Training Organisation and Workforce Development Council-Led COVID-19 Response Projects	Provides funding for projects led by Transitional Industry Training Organisations (TITOs) and Workforce Development Councils (WDCs), involving industries, industry groups and training providers	Transitional Industry Training Organisations are developing transition plans outlining how their various functions will shift to Te Pūkenga, Workforce Development Councils and other providers, while continuing to meet the needs of employers, learners, and staff. BCITO, Competenz and Connexis have already transitioned their arranging training functions, with a majority of learners transferring to Te Pūkenga. New Zealand Marine & Composites has transferred its arranging training activities to a new Private Training Establishment, known as the Marine and Specialised Technologies Academy of New Zealand, or MAST Academy.	This programme supports the creation of a Vocational Education and Training system that is responsive to the needs of employers, learners, and communities.	This programme will contribute to improved outcomes for learners, as well as industry, employers, learners and providers.		●	\$3.30	\$1.49
	18. CRRF: Increasing Trades Academy Places and Supporting Secondary Transitions	Increase the volume of Trades Academy places by 1,000 places a year	1,000 additional Trades Academy places were fully subscribed for the 2021 calendar year. Data from June 2021 indicates that 9,978 funded places being used of the available 10,250, or up to 96% of the available funded places were being utilised. Based on this update, approximately 970 of the 1,000 additional places are being used during the July-September period, with some reductions in roll as expected during this period due to the COVID-19 disruptions.	The initiative is improving ākonga engagement, which is improving NCEA Level 2 achievement rates for participants that exceed national School Leaver Level 2 outcomes. The achievement rates for Māori (79%) and Pacific (83%) Year 12+ ākonga participating in Trades Academies were significantly higher compared to the School Leaver results for Māori (66%) and Pacific (78%) in 2020.	This programme supports ākonga engagement and achievement despite the impacts of COVID-19.		●	\$8.93	\$1.96

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		Continue funding for the network of Ministry regionally-based staff to provide specialist support for schools and tertiary education organisations	All seven appointments have now been made, with one additional appointment made in August 2021. The previous specialist staff members were appointed between January and June 2021. The seven staff support the secondary transitions interface in Tai Tokerau, Auckland, Bay of Plenty/Waiariki, Hawkes Bay/Tairāwhiti, Taranaki/Whanganui/Manawatu and Canterbury.	Principal Adviser Secondary Transition roles provide specialist support through a relationship management approach with education providers, businesses, and community partners. Support ensures the secondary transitions system focuses on ākonga achievement, retention and transition, and supports re-engagement for youth not in education, employment or training.			●	\$1.25	0.30
Future of Learning and Work: Learning that is relevant to the lives of New Zealanders today	19. CRRF: Targeted Training and Apprenticeship Fund	Support learners to upskill during the economic downturn, within the workplace, or at providers	Between 1 July 2020 and 30 September 2021, over 165,000 people have benefited from Targeted Training and Apprenticeship Fund supporting fee payments.	This programme fund additional fees-free provision to learners at a saving to fees over \$200.0 million over 2020/21.	This programme supports learners to undertake vocational education and training without fees, removing barriers to education.		●	\$160.00	\$84.13
	20. CRRF: Support for Group Training Schemes to Retain Apprentices in Preparation of Post-COVID-19 Economic Recovery	Fund Group Training Schemes to continue to employ apprentices during the economic downturn	The Group Training Scheme fund was successful in supporting apprentices to remain in employment.	This extension supports Group Training Schemes to continue to employ apprentices following the impacts of COVID-19 while also encouraging them to move to an operating model suited to the post-COVID-19 economic environment.	This programme supports apprentices in Group Training Schemes to complete their apprenticeships despite the impacts of COVID-19.	Closed	●	\$ -	\$ -
	21. CRRF: Meeting Increased Learner Need for Tertiary Education	Manage the cost of funding additional tertiary education enrolments from 1 January 2021 to 31 December 2023 resulting from the impact of COVID-19	Enrolments to August 2021 included 214,000 equivalent full-time students at tertiary providers, which is an increase of 10% on 2020, and to 65,000 apprentices in industry training, which is an increase of 40% on 2020. Funding the increased enrolments for 2021 calendar year has utilised the additional CRRF funding.	This programme has supported funding the additional enrolments to enable more learners to access tertiary education.	This programme supports learners to undertake tertiary education.		●	\$140.50	\$ 39.73

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Future of Learning and Work: <i>Learning that is relevant to the lives of New Zealanders</i>	22. CRRF: Adult and Community Education (ACE)	Build the capability of providers and expanding the range of Government-funded Adult and Community Education	This initiative has now been fully implemented with the funding being included in ACE baseline funding. Based on ACE funding committed as at June this year, the TEC is funding around \$1.2 million hours of ACE for 49,000 learners. This includes over 13,000 learners in courses focused on employability skills, and around 4,500 learners in courses to support digital inclusion. Around 3,600 learners are in courses in languages other than NZ Sign Language or Te Reo Māori.	This funding has been allocated to the sector and has allowed for an expansion of government funded ACE. This expansion will enable more individuals to re-engage in education at minimal cost and at a time and context relevant to them. As a result, they will gain employability skills and some could opt into further education and training opportunities. It will also help address issues, such as social isolation, which have increased as a result of COVID-19 restrictions, especially for older New Zealanders and those living in one-person households.	The ACE sector will be better placed to respond to the needs of learners and help them into further education and training or the labour market.		●	\$4.56	\$1.38
	23. The International Education Strategy and the International Education Recovery Plan	Stabilise the international education sector and strengthen the system	By 1 July 2021, the priority actions for the International Education Strategy and International Education recovery plan were underway. The four priority actions set out in the strategy and recovery plan include border response, maintaining of connections, strengthening the policy setting and transforming the sector. A draft policy statement on value has been developed as a way to strengthen the system, and has since gone through public consultation. Once agreed by the Government, the final version of the policy statement will be published alongside the final Recovery Plan v2.0 and inform work on the other actions. A review on the enrolment of under Year 9 international students is also underway, and the policy for this is currently being developed. Public consultation will be undertaken in November 2021. The Ministry continues to work on the framework and implementation for the third international student 1,000 border class exception. An announcement for this exception is pending. Ministry officials are providing joint advice on the work rights paper for international students to ensure that any changes work for the international education sector. It is expected this will go out for public consultation.	This initiative will help enable the sector to move quickly once the time is right for international education to 'return' and will help the sector move in the right direction. All actions align with the goals of the International Education Strategy. These goals include excellent education and student experience, sustainable growth, and the development of global citizens. These goals build on New Zealand's quality education system and focuses on delivering both good education outcomes for international students and global opportunities for domestic students and our education institutions.	This initiative allows for a thriving and globally connected New Zealand through world-class international education.		●	\$ -	\$ -

Annex 1: First Quarter Education Work Programme 2021 and CRRF Initiatives Report




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Expenditure as of 30 September 2021





PHASE	DEFINITION	STATUS	DEFINITION
	Policy	● RED	Initiatives that are off track against 2020/21 delivery plans and risk to delivery by the time the programme concludes.
	Design	● AMBER	Initiatives that have delayed programme delivery for 2020/21 that may be mitigated by the time the programme concludes.
	Implementation	● GREEN	Initiatives that are on track to deliver the intended programme impacts as expected against plans for 2020/21.
		● CLOSED	Initiatives that have closed over the past quarter.

World Class inclusive public education: New Zealand education is trusted and sustainable	24. A strategic programme of investment in school property (NSRP&NEGP)	National School Redevelopment Programme (NSRP) Legacy Redevelopment Programme & Shovel Ready Initiatives	The Ministry has delivered nine redevelopment projects this quarter. As at 30 September 2021, 52 projects were in the construction phase of their project.	The facilities are improved to better the school environment for students and teachers.	There are no plans to undertake a systematic evaluation or synthesis of the benefits gained from these funds.		●	\$383.00	\$ 68.71
		Deliver the School Investment Package	The School Investment Package has initiated 4,216 projects to date in the programme. In this quarter, 340 projects at 264 schools were completed.	The facilities are improved to better the school environment for students and teachers.			●	\$198.49	\$ 33.70
		Ngā Iti Kahurangi Formerly Improve Classrooms in Small or Remote Schools Programme	The Ministry has formally contracted all required parties, which are three Project Managers and four suppliers, to deliver the programme. The Project Managers have all contracted the same Freight and Logistics provider, Mainfreight. Projects and budgets have been set up in the Ministry's asset management system, K2. Due to COVID-19 restrictions during the past quarter, the programme has begun very limited site audits, with no site audits completed in the North Island and four completed in the South Island. No upgrades were planned for this quarter. COVID-19 will have ongoing implications for the second quarter.	The facilities are improved to better the school environment for students and teachers. Schools get better value for money through working in a bundled approach and property burden is reduced.			●	\$24.88	\$0.53
		National Education Growth Plan: Deliver Student Places	3,230 student places have been delivered this quarter across the portfolio through the National Education Growth Plan delivery along with redevelopments that added capacity to schools.	The facilities are improved to better the school environment for students and teachers.			●	\$632.53	\$101.95
		Build or upgrade schools	There is no specific update for this quarter as this is included in National Education Growth Plan reporting above. The Ministry is developing its reporting for Māori medium education-specific projects.	The facilities are improved to better the school environment for students and teachers.			●	\$16.65	\$ -
		Deliver property-related support to children and learners with disabilities or learning support needs	An Improving Accessibility in Schools working group has been established with a Terms of Reference that is focused on a range of initiatives to improve the timeframe, the quality and visibility of work in this area. The working group established is working toward a faster and more effective process to deliver Learning Support Property Modifications so that these are ready in advance of a child starting at school. 143 Learning Support Property Modifications projects were approved in the past quarter.	The facilities are improved to better the school environment for students and teachers.			●	\$50.00	\$9.72
		Deliver the School Coal Boiler Replacement Programme	The Ministry has completed two projects and initiated 16 projects in the coal boiler replacement programme in this quarter.	The facilities are improved to better the school environment for students and teachers and the school portfolio reduces its carbon footprint.			●	\$37.13	\$0.48

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		● CLOSED	Initiatives that have closed over the past quarter.

World Class inclusive public	Enable school bus transport	Work is underway to prepare for the transition between School Transport Contracts that takes effect from January 2022 to ensure uninterrupted service continues throughout the country. In this quarter, the Ministry engaged with transport providers and schools, enabling a sharing of information about the new Daily Bus and Tech services. This will ensure that the new services meet the needs of the schools and communities they serve. The Ministry engaged a vendor, SmartApps, to begin the design and build of the ICT application needed to make payments to transport providers under the new contract and the reporting tool that will give the Ministry the data and oversight needed to proactively manage its contracts. The Ministry also began implementing the structural review needed to build the capability and capacity to make use of the opportunities offered by the new contracts and ICT systems.	This programme will provide School Transport with the people and processes, the ICT systems and the contractual environment needed to support equitable and excellent educational outcomes by enabling access to appropriate learning environments through safe, effective, and efficient transport.			●	\$11.49	Expenditure to be incurred from January 2022
	Deliver the Christchurch Schools' Rebuild Programme	One project has been completed this quarter in the Christchurch Schools' Rebuild programme, taking the total of completed projects to 66.	The facilities are improved to better the school environment for students and teachers.			●	\$58.70	\$36.41
	Environmental Action Plan	The action plan has been approved and is in the design phase for implementation. Consultation across the business is underway on how to deliver the actions.	The school portfolio will have a plan in place to improve the environmental sustainability of the portfolio.	The school portfolio has reduced its environmental impacts.		●	Baseline	Baseline
	Te Tātoru o Wairau Formerly Supporting the Co-location of Marlborough Boys' and Girls' Colleges and Relocation of Bohally Intermediate	The contractor-led consortium has been appointed, and the design brief has been completed this quarter. The project will be moving forward into the Master planning phase next.	Facilities are improved to better the school environment for students and teachers. The project will reflect Tangata Whenua, demonstrate partnership with the community and honour the principles of the Treaty of Waitangi.	There are no plans to undertake a systematic evaluation or synthesis of the benefits gained from these funds.		●	\$6.46	\$3.97

Annex 1: First Quarter Ministry Capability Status

Ministry Capability Initiative	Approach	First Quarter Progress 1 July to 30 September 2021
Developing culturally capable and engaged staff	Having capable and engaged staff	<p>The Ministry continues to run the Management capability programmes, with programmes relating to managing people, financial management, inclusive leadership, managing mental health in the workplace, a craft of management seminar series and leading through change workshops.</p> <p>In addition, the investment in the leadership pipeline has been strengthened with targeted investments in talent through leadership programmes, 360 evaluations and leadership coaching.</p> <p>The Ministry has been running change programmes to support the establishment of Te Mahau within a redesigned Te Tāhuhu o te Mātauranga.</p>
	Enhancing diversity and inclusion	<p>The Ministry has initiated Te Pae Tawhiti, which is a leadership programme for Māori to help grow Māori leadership capability in the Ministry.</p> <p>The recruitment for the Summer Internships progressed well during this quarter with an exciting and diverse group of interns ready to start. We have continued focus on engaging interns from Māori, Pacific, disability and refugee backgrounds and just over 30 interns to be placed over the summer. The Ministry was a finalist in the 2021 Diversity Awards for its Early in Career programme, noted for the approach used to attract and grow the diversity of the future workforce.</p> <p>The Ministry network groups continue to be supported. With a new leadership team in place, new sponsors for each network are being considered to continue to support a diverse voice and opportunity to contribute.</p>
	Enhancing responsiveness to Māori	The Ministry has finalised its Whāinga Amorangi plan to support the growth of Māori-Crown relations capability.
	Supporting Te Tiriti o Waitangi the Treaty of Waitangi	The Ministry paused the running of this programme during this last quarter to review programmes, procurement and source ongoing funding. Te Ara Whiti programme will start again in the next quarter.
	Developing a Māori/iwi engagement and contracting plan for education	The Ministry has a new workstream stream as part of our Future Education Programme and our new ways of working through Te Mahau creating feedback loops into the Education Sector, dedicated to Māori engagement. The priority focus for this is to develop and lead the conversation internally and with the sector so that a framework for engagement can be developed.
Building ongoing system improvement	Contribution to the Carbon Neutral Government Programme	<p>The Ministry has progressed the scoping of six more offices at which to install electric vehicle charging infrastructure.</p> <p>The Ministry's carbon footprint for the 2019/20 financial year has been verified and confirmed by a third party. The carbon footprint for the 2020/21 financial year is currently being compiled. This work leads into the mandatory reporting and planning requirements for December 2022.</p> <p>The Ministry's overarching sustainability strategy is being drafted and will be put forward to Te Ohu Poutoko in November 2021.</p> <p>Information on waste diversion performance from landfill and waste volumes is being providing to offices where recycling and organic waste options have been installed earlier this year. Further education and communications on this will be provided before the end of the year.</p>
	Meeting Government's target of paying invoices within 10 working days	The Ministry continues to hit the target and will soon prepare for e-invoicing readiness. The volumes of invoices continue to increase, so this cannot easily be switched off without missing the 95% target paid within 10 working days.
	Contingent Workforce	Workforce planning will consider and include the engagement of contingent workers as appropriate.
	Enhancing the Ministry Procurement function	Several new initiatives are underway that will enable procurement to better support the Ministry through category analysis, supplier management, broader outcomes and process and workflow improvements.

Annex 1: Full description of initiatives

1. Ka Hikitia - Ka Hāpaitia and Tau Mai Te Reo

Ka Hikitia - Ka Hāpaitia (the Māori Education Strategy) provides the strategic direction for the education sector and key actions for education agencies to support Māori to enjoy and achieve education success as Māori.

Tau Mai Te Reo (the Māori Language in Education Strategy) provides the strategic direction for the education sector and key actions for education agencies to grow te reo Māori through education and grow education through te reo Māori. Tau Mai Te Reo contributes to the goals of the Maihi Karauna (the Government's Māori Language Strategy).

These kaupapa play a key role in shaping our education system to deliver excellent and equitable outcomes for ākonga and whānau.

2. The Early Learning Action Plan 2019-2029, with a focus on pay parity

The Early Learning Action Plan 2019-2029 provides a stepped approach towards achieving the Government's vision for early learning for the next ten years. One of the priorities of this work is the movement towards pay parity between qualified teachers in education and care centres and their counterparts in schools and kindergartens. The other priority is implementing a managed network approach for early learning services.

3. CRRF: Increasing Wellbeing and Mental Health Support to Learners and Education Workforce

This initiative will provide funding to increase the provision of wellbeing and mental health support to learners and the education workforce in response to COVID-19. Led by the Minister of Education.

4. Reforms of curriculum, progress and achievement, and NCEA

a. Refresh the national curriculum

This initiative is to refresh the national curriculum for schooling so it remains fit for purpose and is clearer about what our tamariki need to learn at school and kura.

b. Ensure that Aotearoa New Zealand histories are taught in all schools and kura from 2022

This initiative will help ākonga understand there are multiple perspectives on historical and contemporary events and help them develop their critical thinking and inquiry skills.

c. Implement the NCEA change programme

This initiative seeks to implement the National Certificate of Education Achievement (NCEA) Change Programme to be better for families and whānau, prepare students for further education and work, and support schools and kura to deliver higher quality programmes of learning.

5. CRRF: NCEA Online: Transforming Assessment for Learners

This initiative will provide funding to continue to implement digital National Certificate of Education Achievement (NCEA) examinations. Access to digital external examinations is a critical component of the response to COVID-19 and reflects today's expectations for digitally supported teaching and learning. Building on significant investments already made and progress so far, a flexible sector technology asset will enable digital assessment across all appropriate NCEA subjects and levels. It will support the further development of resilient operating models for assessment undertaken by the New Zealand Qualifications Authority, including supporting the implementation of the proposed NCEA changes. Led by the Minister of Education.

6. CRRF: Providing Digital Identity Required for Online Assessment and Learning

This initiative provides funding to add functionality and identity records to the Education Sector Logon system for secondary schools students so that they can sit NCEA online securely. This logon system could be rolled out across the remaining student cohorts in the school sector in the future at marginal cost to support online enrolment and learning.

7. Develop a literacy strategy and mathematics (including numeracy strategy)

This initiative will develop a literacy strategy and mathematics strategy that meet the unique needs of Māori and English medium education.

8. An Action Plan to improve student attendance and engagement

This initiative seeks to address declining student attendance, and is informed by the new, locally developed solutions that were created out of the Urgent Response Fund.

9. Initiatives to tackle barriers to education success:

a. Implement an Equity index for schools and early learning services

This initiative supports the shift from school decile funding to an Equity Index for compulsory schooling and early learning services.

b. Improve digital access to help address the digital divide in schools and kura (CRRF: Equitable Digital Access)

This initiative provides a cross-government approach to improving digital access for children and young people to reduce the digital divide in schools.

10. The Learning Support Action Plan 2025

This initiative drives progress towards an inclusive education system where children and young people with learning support needs and disabilities are welcome and where their achievement, progress, wellbeing and participation are valued and supported. Key components of the Learning Support Action Plan include the implementation of the new Learning Support Coordinator roles, strengthening early identification of need and early intervention, and developing our support for neurodiverse ākonga, gifted ākonga and ākonga at risk of disengaging.

11. CRRF: Supporting Māori Learners and Te Reo Māori Post COVID-19

This initiative will: Support Māori learners and whānau to reconnect with education services following COVID-19 to ensure they access the full range of education and wellbeing services and achieve successful outcomes by engaging Iwi and Māori organisations to provide facilitation and brokerage services; It will also strengthen the delivery of Māori Language in Education through enhanced distance- and place-based blended approaches, including targeted support for the education workforce, resource development and information to learners and whānau. Led by Associate Minister of Education, Hon Kelvin Davis.

Annex 1: Full description of initiatives

12. The Action Plan for Pacific Education 2020-2030 (CRRF: Targeted Support for Pacific Learners and Families (operating contingency))

This initiative outlines targeted interventions to improve outcomes for Pacific learners and their families, including:

- Further work on the potential to grow Pacific medium pathways as part of the Tomorrow's Schools reforms;
- Growing the cultural competency of teachers through embedding Tapasā;
- Supporting meaningful pathways for Pacific learners across the education system, including strengthening Pacific early learning provision;
- Growing a competent Pacific workforce;
- Supporting anti-racism and discrimination focussed activities; and
- Ensuring the Ministry of Education's COVID-19 response works for Pacific learners and families.

This initiative supports Pacific Bilingual and Immersion Education in schooling. The initiatives that fall under the Action Plan are led by Hon Aupito William Sio, Associate Minister for Education.

13. Reform of the Tomorrow's Schools System

a. A New Education Service Agency (Te Mahau)

This initiative seeks to establish an Education Service Agency as part of the Ministry of Education redesign.

b. A National Curriculum Centre

This initiative seeks to establish a Curriculum Centre within the Education Service Agency and strengthen the national curriculum and supports for curriculum delivery.

c. An independent mechanism for raising and resolving complaints, including supporting the use of restorative practice

This initiative aims to provide free and accessible dispute resolution panels, including use of restorative practices.

d. Strengthening the Māori medium education pathway

This initiative aims to ensure that the future education system is more responsive to meeting the needs and aspirations of Māori learners | ākonga and their whānau. This work is to be considered in the wider context of Ka Hikitia – Ka Hāpaitia and Tau Mai Te Reo.

14. Continued work to attract and develop a strong, culturally competent education workforce that is capable. Supported, valued and connected, including through changes to improve Initial Teacher Education

This initiative is to strengthen Initial Teacher Education (ITE) to create a strong, culturally competent education workforce.

15. CRRF: 100% Qualified and Certificated Teachers (ECE)

This initiative provides funding to reinstate a higher funding band for teacher-led, centre-based services (i.e. kindergartens and education and care centres) that employ a 100% qualified and certificated teaching workforce. This is expected to improve the quality and frequency of teacher-child interactions, and lead to better learning and developmental outcomes for children in services employing a 100% certificated workforce. COVID-19 is likely to lower demand for early learning services. This initiative maintains employment opportunities for qualified ECE teachers in an environment when fewer services are likely to be operating.

16. The Reform of Vocational Education

The Reform of Vocational Education is creating a strong, unified, sustainable vocational education system that is fit for the future of work and delivers the skills that learners, employers and communities need to thrive.

a. Establish Workforce Development Councils (WDCs) and oversee the integration of Te Pūkenga (CRRF: Establishing Workforce Development Councils to Support COVID-19 Recovery)

This initiative includes the establishment of six industry-governed workforce development councils (WDCs) which will have oversight of all vocational education, and a single institute of skills and technology (Te Pūkenga) that will be primarily responsible for delivering and supporting vocational education and training. Te Pūkenga brings together the existing 16 Institutes of Technology and Polytechnics (ITPs) into one organisation, and over time, will develop the capability to support work-based, campus-based and online learning as a unified system.

CRRF: This initiative provides funding to accelerate the establishment of Workforce Development Councils (WDCs) to give industry greater leadership across the vocational education and training system, and help ensure the delivery of the skills industries need to recover from the impact of COVID-19. WDCs are a foundational component of the Government's Reform of Vocational Education. Led by the Minister of Education.

b. Create a framework and plan for a unified funding system

This initiative seeks to implement a unified funding system (UFS) for vocational education and training from 2023 as part of the Reform of Vocational Education (RoVE). The UFS will bring together the currently separate funding streams for provider-based and work-based vocational education and training to create a funding system that better supports high quality work-integrated provision, better meets learners' needs and helps sustain a network of VET provision in our regions.

17. CRRF: Transitional Industry Training Organisation and Workforce Development Council-Led COVID-19 Response Projects

This Enabling the System to Respond initiative provides funding for projects led by Transitional Industry Training Organisations (TITOs) and Workforce Development Councils (WDCs), involving industries, industry groups and training providers, to:

- develop local and industry training responses to COVID-19,
- design alternative arrangements for apprentices who have lost jobs,
- design with providers learning pathways that work for industries, and
- review existing training standards and programme components so they are fit for purpose as short packages of learning or as part of changed pathway designs. Led by the Minister of Education.

18. CRRF: Increasing Trades Academy Places and Supporting Secondary Transitions

This initiative provides funding for two components:

- 1) Increase in the volume of Trades Academy places by 1,000 places a year from 2021 ongoing. This is intended to give schools more options to meet the needs of their students during the expected economic downturn and it will ultimately help with our recovery by building up our skilled workforce.
- 2) Continue funding for the network of Ministry regionally-based staff to provide specialist support for schools and tertiary education organisations, focusing on learner achievement, retention and transition, and those not in education, employment or training.

Annex 1: Full description of initiatives

19. CRRF: Targeted Training and Apprenticeship Fund

Funding vocational learning options fees-free over the immediate period of the economic recession, 2020-2022, to support people to upskill during the economic downturn, within the workplace, or at providers. It would support education and training towards qualifications to meet industry skill needs, and vocational learning for roles that support community wellbeing. It would also include training in smaller learning blocks, which support more flexibility around delivery during the pandemic alert levels and gaps in learners' employment. Led by the Minister of Education.

20. CRRF: Support for Group Training Schemes to Retain Apprentices in Preparation of Post-COVID-19 Economic Recovery

This Supporting Learners and Providers initiative funds Group Training Schemes to continue to employ apprentices whose host employers (primarily small construction businesses) are unable to support them and provide on-the-job opportunities. Retaining these apprentices through the COVID-19 restrictions will enable a quick restart of training once the restrictions are lifted and business opportunities improve for host employers. This will ensure apprentices can continue with their training and become work-ready sooner. Led by the Minister of Education.

21. CRRF: Meeting Increased Learner Need for Tertiary Education

This initiative provides funding to manage the cost of funding additional tertiary education enrolments from 1 January 2021 to 31 December 2023 resulting from the impact of COVID-19. Led by the Minister of Education

22. CRRF: Adult and Community Education (ACE)

This initiative provides funding for building the capability of providers and expanding the range of Government-funded Adult and Community Education (ACE) to better meet the learning needs of New Zealanders in the post COVID-19 21st century. Led by the Minister of Education.























23. The International Education Strategy and the International Education Recovery Plan

The International Education Strategy sets a path for the future of the international education sector. The International Education Recovery Plan includes stabilising international education sector and strengthening the system by ensuring the regulatory settings, policies and practices to support the recovery and rebuild.

24. A strategic programme of investment in school property (NSRP&NEGP)

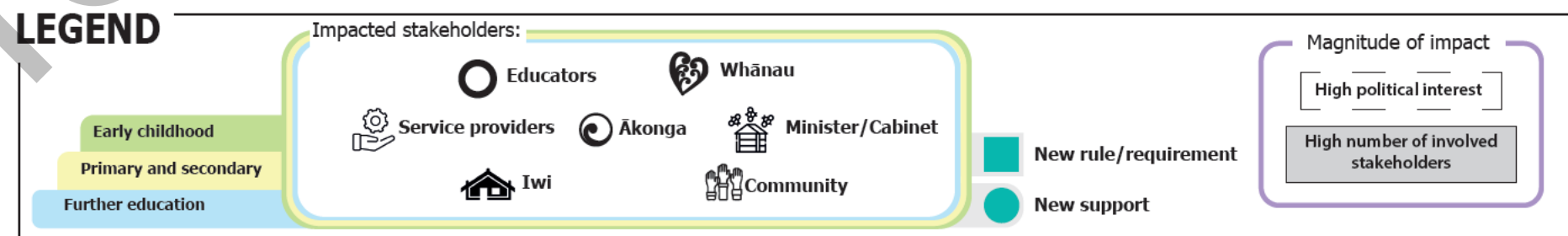
This initiative advances the National School Redevelopment Programme (NSRP), which will deliver critical upgrades to our worst condition schools over the next ten years. This initiative also includes implementation of the National Education Growth Plan (NEGP) which identifies 39 high growth catchments where additional student places are required by 2030.

Annex 2: EWP Forward View

indicative timeline		October (Term 4)		November (Term 4)		December (Term 4)		January (Term 4)		February (Term 1)		March (Term 1)	
Impacted stakeholders	Expected activities and deliverables	Impacted stakeholders	Expected activities and deliverables	Impacted stakeholders	Expected activities and deliverables	Impacted stakeholders	Expected activities and deliverables	Impacted stakeholders	Expected activities and deliverables	Impacted stakeholders	Expected activities and deliverables	Impacted stakeholders	Expected activities and deliverables
Quality teaching & leadership		 Te Mahau and National Curriculum Centre established and operational								 Te reo matatini, pāngarau, literacy and maths strategies released (TBC)			
		 Draft te reo matatini, pāngarau, literacy and maths strategies submitted			 Cabinet agrees to te reo matatini, pāngarau, literacy and maths strategies								
		 Update on NCEA Change Programme sent to Cabinet											
Future of learning and work	 RoVE: 6 Workforce Development Councils established by Order in Council		 RoVE: targeted Te Pukenga engagement on regional and national operating model begins			 RoVE: targeted Te Pukenga engagement on regional and national operating model ends			 6 of 11 Transitional Industry Training Organisations moved to Te Pūkenga			 RoVE: Te Pukenga consultation on aspects of the operating model begins	 UFS decision on funding rates for 2023 finalised
					 RoVE: Qualifications and Quality Assurance rules revised					 RoVE: Te Pukenga engagement on organisation structure begins			
					 5 of 11 Transitional Industry Training Organisations moved to Te Pūkenga								
					 UFS: TEC's Investment Guidance released for training providers								
					 Cabinet agrees to the unified funding system design								
World class inclusive public education					 National Education Growth Plan: Funding settings Cabinet paper submitted					 National Education Growth Plan: Quarterly progress report provided to the Minister		 Christchurch Schools Rebuild: Programme close-out Cabinet paper provided	
					 National School Redevelopment Programme: Funding settings Cabinet paper submitted					 National School Redevelopment Programme: Quarterly progress report provided to the Minister			
										 Designing Schools in NZ report published			

Draft as of 26.11.21

LEGEND



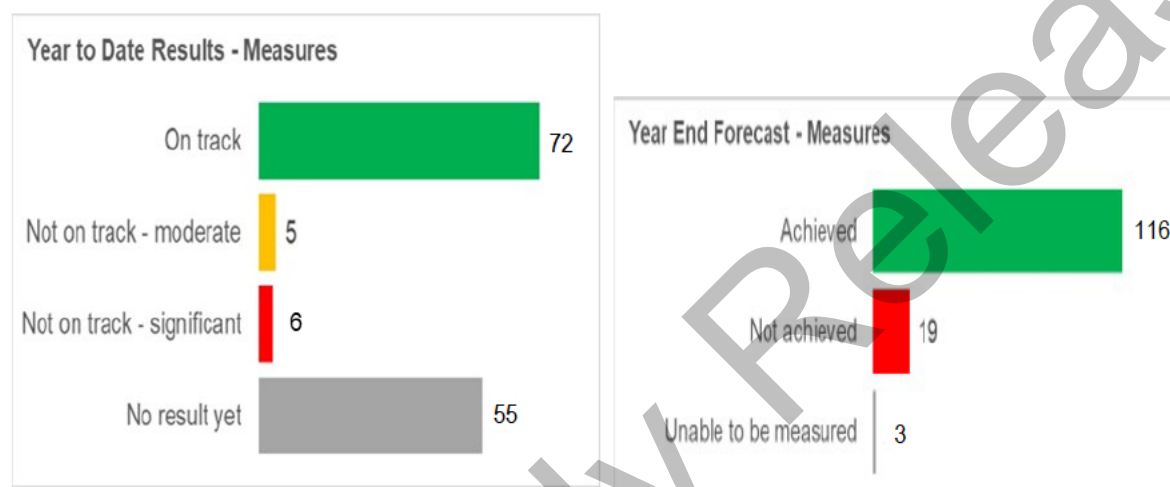
Vote Education Non-Financial Performance for the first quarter of 2021/22

Non-financial performance reporting below is on an exceptions basis only. Rows of non-departmental measures are shaded grey. Output indicators are reported for context only, not as performance measures.

Vote Education Summary

At 30 September 2021, most performance measures were on track to be achieved at year end.

Non-financial performance reporting below is on an exceptions basis only. Rows of non-departmental measures are shaded grey. Two output indicators (on page 8) show a variation from forecast numbers. They are reported for context only, not as performance measures.



Vote Education – Variance Explanations

Departmental measures that are off-track

Appropriation: Outcomes for Target Student Groups

ED-M02-1: Participation in primary and secondary education: the percentage of students attending school regularly (Attending regularly is defined as attending at least 90% of half days. This is measured through an annual Term 2 survey that approximately 80% of schools complete.

Students	Budget standard	Previous result	Year-end Forecast	Commentary
Overall	70%	● 64% (Term 2, 2020)	●	<p>Term 2 2021 attendance reporting is planned for release by the end of November 2021.</p> <p>There are a number of initiatives to address attendance and the impact of COVID-19.</p> <p>The URF (Urgent Response Fund) finished at the end of June 2021 and the EWF (Enhanced Wellbeing Fund) has been mostly completed.</p>

				<p>The Attendance Service received additional funding for one year (to June 2021). Budget 21 also provided additional funding for the Attendance Service to reach a further 7500 chronically absent students.</p> <p>We are currently re-designing how support is provided to address issues and improve engagement in education. The re-design focuses on moving resources closer to school and working in partnership with mana whenua, Iwi/Māori and community networks to support students locally.</p> <p>An attendance strategy has been developed with the Directors of Education to improve attendance and engagement. The strategy will be reported to Cabinet after taking account of recommendations from the Select Committee inquiry, expected at the end of this year.</p>
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Appropriation: Primary and Secondary Education

ED-M04-1: Participation in primary and secondary education: the percentage of students attending school regularly (School Term data)

Term (2021)	Budget standard	Previous result	Year-end Forecast	Commentary
Term 1	70%	● 50.6%	●	See commentary above.
Term 2		● 64.0%	●	<p>This year is the first time reporting these measures in this quarterly format and it provides a baseline for ongoing monitoring.</p> <p>We currently have the following plan for providing data:</p> <ul style="list-style-type: none"> Term 2 2021 attendance reporting is planned for release by the end of November 2021 Term 3 2021 attendance data is planned for release before early December 2021 Term 4 2021 attendance data is planned for release early April 2022.
Term 3		● 63.5%	●	
Term 4		● 61.7%	●	

Appropriation: Secondary Education

ED-M04-13: Participation in **Secondary** education: the percentage of students attending school regularly (Attending regularly is defined as attending at least 90% of half days).

Terms/Students	Budget standard	Previous result	Year-end Forecast	Commentary
Term 1	70%	● 56.5%	●	Secondary data is likely to be lower than primary for this measure (also see commentary above.)
Term 2:				
all students		● 59.1%	●	
Māori students:		● 40.9%	●	
• English medium		● 41.4%	●	
• Māori medium		● 46.5%	●	
• Mixed medium		● 36.0%	●	
Pacific students		● 45.9%	●	

Term 3		● 57.2%	●	
Term 4		● 48.4%	●	
Appropriation: Outcomes for Target Student Groups (multi category appropriation) Interventions for Target Student Groups (category)				
ED-M02-3.1: Number of days eligible children and young people wait to receive support from the Early Intervention Service after the request for support:				
	Budget standard	YTD Actual	Year-end Forecast	Commentary
	90 calendar days	● 93.44 calendar days	●	<p>We are assessing the impact of COVID-19 lockdown on wait times, the volume of requests for support and the distribution of the current wait list, particularly in Auckland. We are also reviewing the report on Phase One of the early Intervention evaluation. This may provide insights into system improvements to address wait times as it was focused on the end-to-end process of the support provided by the Early Intervention Service, starting at the request for support.</p> <p>We continue to provide Directors and Managers Learning Support with data insights to support their regional approach to reducing wait times.</p> <p>We also continue to embed an understanding of the tiered model of support in Early Intervention to move towards more proactive need identification and support to manage increasing demand.</p>
Appropriation: Support and Resources for Education Providers				
ED-M02-3.2 and 3.3: Percentage of days eligible children and young people wait to receive support from the Early Intervention Service after the request for support:				
	Budget standard	YTD Actual	Year-end Forecast	Commentary
percentage within 45 calendar days:	25%	● 24.7%	●	<p>See ED-M02-3.1 commentary above.</p> <p>Percentage within 45 calendar days: We continue to monitor the impact of Level 3 lockdown on this measure. In previous lockdowns we have experienced significantly fewer requests for support.</p> <p>Percentage within 60 calendar days: Q1 2021/22 performance is below target, and reflects the growing number of cases waiting more than 60 days. While regions are focused on starting cases waiting the longest for service, a growing number of cases are waiting more between 60 and 150 days. We are working to understand the reasons for this, and will support regions to plan and respond to the issues identified. We continue to monitor the impact of Level 3 lockdown.</p>
percentage within 60 calendar days:	40%	● 31.41%	●	

ED-M04.4: All resourcing payments will be accurate and timely in respect of payment amounts, payment to the correct providers, schedules advised to public education service providers or agreements with those providers, timeframes notified to payees, and fulfilling statutory requirements:				
	Budget standard	YTD Actual	Year-end Forecast	Commentary
- accurate:	100%	● 98%	●	The most recent July 2021 quarterly operations grant instalment was paid on the appropriate instalment date
- on time:	100%	● 98%	●	<p>The Collective Agreement one-off funding payment for 72 schools was missed. The value of the payment was \$463,221.00 (GST incl). This was corrected and paid on 6 July 2021.</p> <p>The Confirmed Property Maintenance Grant was loaded into Grants after the 1 July payment round, resulting in 231 Schools being underpaid by \$712, 831.00 (GST incl).</p> <p>This was corrected and paid on 23 July 2021. The Quarter 3 recovery has been delayed until the Quarter 4 operations grant instalment in October. Schools were notified on 26 July 2021.</p> <p>Quarterly updates relate to the school year with the next data available in January 2022.</p>
Appropriation: Oversight of the Education System				
ED-M03-7: Percentage of Education Reports and Briefing notes to Ministers proactively released and published online within 30 business days of final decisions being taken by Ministers, unless there is good reason not to publish all or part of the material, or to delay the release beyond 30 business days.				
	Budget standard	YTD Actual	Year-end Forecast	Commentary
	100%	● 97%	●	As a new measure from 2021/22, some implementation issues occurred in the first quarter, meaning a small number of papers were published outside the required timeframe. Processes have been altered to give earlier visibility of potential issues, including additional focus on the timeliness of the return of papers from Ministerial offices, and processing speed by the Ministry. As a result, it is not possible to meet the 100% standard for the 2021/22 year, however it is expected that the YTD actual percentage will increase as the year progresses.
Departmental measures that are unable to be measured				
ED-M02-3: Satisfaction of parents with state or state integrated (public) primary and secondary schools they have used or contacted, that a child in their care attends or may attend in the future				
	Budget standard	Previous result	Year-end	Commentary
	Maintain or improve	● Unable to be measured	● Unable to be measured	The Public Service Commission survey methodology changed so this information is no longer available. The Ministry will review options and potentially amend/delete the measure through Supplementary Estimates.

Non-departmental measures that are unable to be measured				
Appropriation: Curriculum Support				
ED-M01-6: Percentage of schools and kura engaged in curriculum supports for Hangarau Matihiko curriculum content expectation				
	Budget standard	Previous Result	Year-end	Commentary
	Maintain or Improve	● Not Available	● Unable to be measured	This measure was retained for 2021/22 but the work finished last year and will be no longer reported on. We are currently investigating options for a replacement measure.
ED-M01-7: Number of teachers accessing the Digital Technology and Hangarau Matihiko Readiness Programme.				
	Maintain or Improve	● Not Available	● Unable to be measured	This measure was retained for 2021/22 but the work finished last year and will be no longer reported on. We are currently investigating options for a replacement measure.
Non-departmental measures that are off-track				
Appropriation: Schooling Improvement				
	Budget standard	Previous Result	Year-end	Commentary
ED-N04-2: Percentage of community leaders that report high levels of engagement in schools' and early learning services' decision-making.	Maintain or Improve	● Off Track Moderate	● Achieved	The evaluation framework has been developed and includes success indicators and measures identified by community leaders including schools and early learning services. The evaluation partner has captured baseline data in relation to the whanaungatanga measures using our Kai Aromatawai (community evaluators) for the first three communities. We are also onboarding Kai Aromatawai in two more communities so that baseline data can be collected there. Our community implementation partner also captures additional baseline evidence of progress through their critical change elements using data from their tools and observations. The evaluation and work team partners are working towards consolidating their respective evidence so that we can report baseline and progress data.

	Budget standard	Previous Result	Year-end	Commentary
ED-N04-3: Percentage of early learning services and school leaders that report increased understanding of critical consciousness and kaupapa Māori and their impact on Māori success as Māori in education.	Maintain or Improve	● Off Track Moderate	● Achieved	<p>The evaluation framework has been developed and includes success indicators and measures identified by community leaders including schools and early learning services.</p> <p>The evaluation partner has captured baseline data in relation to the critical consciousness and kaupapa Māori measures using our Kai Aromatawai (community evaluators) for the first three communities. We are also onboarding Kai Aromatawai in two more communities so that baseline data can be collected there.</p> <p>Our community implementation partner also captures additional baseline evidence of progress through their critical change elements using data from their tools and observations. The evaluation and work team partners are working towards consolidating their respective evidence so that we can report baseline and progress data.</p>
Appropriation Schools Furniture and Equipment				
	Budget standard	Previous Result	Year-end	Commentary
ED-N09-2	Increasing percentage	● 18.5%	●	Network upgrades suspended at Covid Alert level 4. Recovery plan in development to bring the programme back on track.

Output indicators – variances from year end forecast				
Appropriation: Early Learning				
ED-N02: Subsidised hours provided by licensed and certified early learning services:				
	Forecast	Previous Result	Year-end Forecast	Commentary
ED-N02-3.6: Certified playgroups.	1.5-2 million	● 69,000 (estimate)	●	There are a further 7,246 hours of funding that have been applied for and are being processed. We do not expect to meet the budget forecast as declining playgroup hours has been evident since 2016/17 and the number of playgroups are decreasing. In late 2020 we contracted seven organisations to provide "Supported Playgroups" in key areas. This will see \$2.4M (over 3 years) provided to various playgroups in the form of funding for kaikao/educators.
ED-N02-3.4: Home-based educators.	24-25 million	●	●	Declining home-based hours has been evident for the past couple of years. As this is a demand driven indicator driven by parental choice, we have minimal influence over the result.

Vote Tertiary Education Non-Financial performance

Vote Tertiary Education Summary

At 30 September 2021, performance measures were on track.

Year End Forecast

Achieved  13

Not Achieved 0

Vote Tertiary Education – Variance Explanations

N/A

Proactively Released

Vote Education Expenditure against Appropriations

	Year to Date				Full Year			
	Actual	Budget BEFU	Variance		Forecast	Budget BEFU	Variance	
	\$m	\$m	\$m	%	\$m	\$m	\$m	%
Departmental Output Expenses								
School Property Portfolio Management	523.9	488.5	(35.4)	(7.2%)	1,967.9	1,967.9	-	-
Services to Other Agencies	1.0	1.0	-		1.8	1.8	-	-
Support and Resources for Parents and the Community	3.0	3.3	0.3	9.1%	14.0	14.0	-	-
Total Departmental Output Expenses	527.9	492.8	(35.1)	(7.1%)	1,983.7	1,983.7	-	-
Departmental Capital Expenditure	362.0	467.7	105.7	22.6%	1,869.7	1,869.7	-	-
Non-Departmental Output Expenses								
Contributions to Other Education-related Organisations	2.3	2.0	(0.3)	(15.0%)	11.7	11.7	-	-
Early Learning	590.9	586.9	(4.0)	(0.7%)	2,261.5	2,261.5	-	-
School Managed Network Funding	7.2	7.2	-		28.8	28.8	-	-
School Transport	55.1	59.2	4.1	6.9%	218.2	218.2	-	-
Schooling Improvement	1.2	5.2	4.0	76.9%	25.5	25.5	-	-
Support for Early Learning Providers	0.1	1.7	1.6	95.5%	9.2	9.2	-	-
Supporting Parenting	4.4	5.5	1.1	20.0%	9.0	9.0	-	-
Total Non-Departmental Output Expenses	661.2	667.7	6.5	1.0%	2,563.9	2,563.9	-	-
Benefits or Related Expenses								
Home Schooling Allowances	1.3	2.2	0.9	40.9%	7.5	7.5	-	-
Scholarships and Awards for Students	2.9	3.5	0.6	17.1%	14.8	14.8	-	-
Scholarships and Awards for Teachers and Trainees	3.9	6.4	2.5	39.1%	31.5	31.5	-	-
Total Benefits or Related Expenses	8.1	12.1	4.0	33.1%	53.8	53.8	-	-
Non-Departmental Other Expenses								
Integrated Schools Property	18.6	45.1	26.5	58.8%	101.1	101.1	-	-
Impairment of Debts and Assets and Debt Write-Offs	-	-	-	-	1.0	1.0	-	-
Total Non-Departmental Other Expenses	18.6	45.1	26.5	58.8%	102.1	102.1	-	-
Non-Departmental Capital Expenditure								
School Support Project	-	0.5	0.5	100.0%	1.9	1.9	-	-
Schools Furniture & Equipment	19.7	16.7	(3.0)	(18.0%)	53.4	53.4	-	-
Total Non-Departmental Capital Expenditure	19.7	17.2	(2.5)	(14.5%)	55.3	55.3	-	-

Multi-Category Expenses and Capital Expenditure (MCA)								
Improved Quality Teaching and Learning MCA								
Support and Resources for Teachers	40.6	38.5	(2.1)	(5.5%)	161.7	161.7	-	-
Curriculum Support	15.0	22.0	7.0	31.8%	74.3	74.3	-	-
Professional Development and Support	36.8	29.1	(7.7)	(26.5%)	116.2	116.2	-	-
Total Improved Quality Teaching and Learning MCA	92.4	89.6	(2.8)	(3.1%)	352.2	352.2	-	-
Outcomes for Target Student Groups MCA								
Interventions for Target Student Groups	96.1	91.8	(4.3)	(4.7%)	393.8	393.8	-	-
Learning Support and Alternative Education	182.8	189.3	6.5	3.4%	657.3	657.3	-	-
School Lunch Programme	51.2	105.2	54.0	51.3%	254.1	254.1	-	-
Students Attendance and Engagement	3.2	3.8	0.6	15.8%	15.0	15.0	-	-
Total Outcomes for Target Student Groups MCA	333.3	390.1	56.8	14.6%	1,320.2	1,320.2	-	-
Oversight and Administration of the Qualifications System MCA								
Secondary School Assessments	14.6	14.6	-	-	-	57.1	-	-
Standards and Qualifications Support	4.6	4.6	-	-	-	19.2	-	-
Total Oversight and Administration of the Qualifications System MCA	19.2	19.2	-	-	-	76.3	-	-
Oversight of the Education System MCA								
Stewardship and Oversight of the Education System	17.2	18.5	1.3	7.0%	-	73.5	-	-
Total Oversight of the Education System MCA	17.2	18.5	1.3	7.0%	-	74.0	-	-
Primary and Secondary Education MCA								
Primary Education	1,052.4	1,060.2	7.8	0.7%	-	3,912.4	-	-
School Risk Management Scheme	0.9	0.9	-	-	-	5.0	-	-
Secondary Education	749.9	753.5	3.6	0.5%	-	2,850.2	-	-
Support and Resources for Education Providers	37.4	38.4	1.0	2.6%	-	162.9	-	-
Total Primary and Secondary Education MCA	1,840.6	1,853.0	12.4	0.7%	-	6,930.5	-	-
Total Multi-Category Expenses and Capital Expenditure (MCA)	2,302.7	2,370.4	67.7	2.9%	-	8,753.2	-	-
Multi-Year Appropriations								
Total Vote Education	3,900.2	4,073.0	172.8	4.2%	-	15,381.7	-	-

Vote Education Financial Commentary

Total year to date expenditure for Vote Education is under budget by \$172.8 million (4.2%). Significant areas of underspend are:

- a. **Departmental Capital Expenditure** – \$105.7 million (22.6%), mainly due to impact of the August 2021 COVID-19 lock down, there were delays particularly on the Roll Growth Programme, School Investment Package and Decarbonisation projects. We expect to catch up on spending as we did after last year's lock down.
- b. **Outcomes for Target Student Groups MCA** - \$56.8 million (14.6%) mainly due to:
 - *School Lunch Programme* - \$54.0 million (51.3%); and *Learning Support and Alternative Education* – \$6.5 million (3.4%), due to various programmes not being able to operate under COVID condition. \$10.2 million was reprioritised to MSD, from COVID-related underspends on free and healthy school lunches to feed vulnerable families. The baseline will be updated in OBU.
- c. **Integrated School Property** - \$26.5 million (58.8%), mainly due to timing of Essential Property Maintenance Programme (\$26.3 million) as this has now been requested to be paid in instalments rather than a one-off payment in August.
- d. **Primary Education (Primary and Secondary Education MCA)** - \$12.4 million (0.7%), mainly due to:
 - *Primary Education* - \$7.8 million (0.7%); and *Secondary Education* - \$3.6 million (0.5%), mainly driven by teacher salaries. This underspend will reduce in line with demand driven forecasts submitted at OBU.

Partially offset by overspend in:

- e. **School Property Portfolio Management** - \$35.4 million (7.2%), mainly due to an increase in depreciation related to year-end revaluation of school property portfolio. Revaluation of existing school assets (from \$19.6 billion to \$23.7 billion in June 2021, a 21% increase) has affected the year-to-date position causing an increase in depreciation of \$38.6 million. An increase in the baseline on depreciation forecast was sought in OBU.

Note: As this is an early stage of the financial year, the full year forecast will be updated in the Q2 report once OBU is approved, and the Ministry will have greater certainty around funding.

Vote Tertiary Education Expenditure against Appropriations

	Full Year				Full Year			
	Actual	Budget BEFU	Variance		Forecast	Budget BEFU	Variance	
	\$m	\$m	\$m	%	\$m	\$m	\$m	%
Departmental Output Expense								
Stewardship and Oversight of the Tertiary Education	4.0	4.4	0.4	9.1%	16.3	16.3	-	-
Total Departmental Output Expense	4.0	4.4	0.4	9.1%	16.3	16.3	-	-
Non-Departmental Output Expenses								
Access to Tertiary Education	9.7	8.6	(1.1)	(12.8%)	44.4	44.4	-	-
Administration of and Support for the Tertiary Education and Careers Systems	19.6	19.3	(0.3)	(1.6%)	77.3	77.3	-	-
Centres of Research Excellence	12.5	12.5	-		49.8	49.8	-	-
Establishment of a Single National Vocational Education Institution	-	-	-		10.0	10.0	-	-
International Education Programmes	8.3	8.6	0.3	3.6%	34.5	34.5	-	-
Support for Wānanga	12.0	4.0	(8.0)	(200.0%)	12.0	4.0	(8.0)	(200.0%)
Tertiary Education Research and Research-Based Teaching	79.9	79.9	-		321.0	321.0	-	-
Tertiary Sector / Industry Collaboration Projects	12.3	13.1	0.8	6.1%	42.4	42.4	-	-
University-led Innovation	1.6	2.3	0.7	30.4%	9.4	9.4	-	-
Workforce Development Councils	-	12.0	12.0	100.0%	48.0	48.0	-	-
Total Non-Departmental Output Expenses	155.9	160.3	4.4	2.8%	640.8	640.8	(8.0)	(200.0%)
Benefits or Related Expense								
Tertiary Scholarships and Awards	1.5	2.4	0.9	37.5%	19.9	19.9	-	-
Total Benefits or Related Expense	1.5	2.4	0.9	37.5%	19.9	19.9	-	-
Non-Departmental Other Expense								
Support for Te Wānanga o Raukawa	-	-	-		1.0	1.0	-	-
Total Non-Departmental Other Expense	-	-	-		1.0	1.0	-	-
Non-Departmental Capital Expenditure								
Careers System Online	-	1.6	1.6	100.0%	6.5	6.5	-	-
Support for Lincoln University	-	-	-		60.0	60.0	-	-
Vocational Education Data System	-	-	-		7.3	7.3	-	-
Total Non-Departmental Capital Expenditure	-	1.6	1.6	100.0%	73.8	73.8	-	-
Multi-Category Expenses and Capital Expenditure (MCA)								
Tertiary Tuition and Training MCA								
Community Education	22.8	21.2	(1.6)	(7.5%)	85.5	85.5	-	-
Tertiary Education: Student Achievement Component	476.3	471.4	(4.9)	(1.0%)	2,376.0	2,376.0	-	-
Training for Designated Groups	81.3	75.3	(6.0)	(8.0%)	306.2	306.2	-	-

Fees-free Payments ¹	143.5	157.8	14.3	9.1%	541.3	541.3	-	-
Total Tertiary Tuition and Training MCA	723.9	725.7	1.8	0.2%	3,309.0	3,309.0	-	-
Total Multi-Category Expenses and Capital Expenditure (MCA)	723.9	725.7	1.8	0.2%	3,309.0	3,309.0	-	-
Total Vote Tertiary Education	885.3	894.4	9.1	1.0%	4,060.8	4,060.8	(8.0)	(200.0%)

Vote Tertiary Education Financial Commentary

Total year to date expenditure for Vote Tertiary Education is under budget by \$9.1 million (1.0%). Significant areas of underspend are:

- a. **Workforce Development Councils** - \$12.0 million (100.0%), this is a timing variance due to the establishment of six Workforce Development Councils (WDCs) being established on 4 October 2021 through the Reform of Vocational Education. Now that funding agreements are in place, the first payments to WDCs will be made in October. This funding was originally budgeted to be paid to WDCs in September.
- b. **Tertiary Tuition and Training - Multi-Category Appropriation (MCA) Fees-free Payments** - \$14.3 million (9.1%). Both Fees-Free and the Targeted Training and Apprenticeship Fund (TTAF) sit in this appropriation category. The underspend is due to the Fees-free payments category having a structural underspend as the volume of eligible fees free enrolments remains lower than the level that can be funded. In September, we proposed seeking Cabinet agreement to delegate authority for you and the Minister of Finance to transfer funding from expected Fees-free payment underspends from 2021/22 financial years to meet tertiary education volume pressures over the 2022 calendar year (2021/22 and 2022/23 financial years). We currently expect to progress this proposal as part of a paper seeking additional funding to meet a shortfall for the Apprenticeship Boost Initiative, which sits within Vote Social Development.

There are also two areas of overspend:

- c. **Tertiary Tuition and Training - Multi-Category Appropriation (MCA) Training for Designated Groups** - \$6.0 million (8%), mainly due to volume pressures within the Industry Training Fund. Industry training volumes have increased significantly in 2021, due to economic conditions (especially in construction) and government support, such as through Apprenticeship Boost Initiative and infrastructure fund in the CRRF. In 2021, some of the volume increases can be mitigated by finding underspends elsewhere within Vote Tertiary Education (e.g. Fees-free), noting that some over-delivery by TEOs will be unfunded, where it was not part of funding commitments from TEC. With regard to industry training, the TEC has advised that it will continue to fund further growth through a combination of drawing on its balance sheet and utilising Youth Guarantee underspends.

Partially offset by overspend in:

- d. **Support for Wānanga** - \$8 million (200.0%). In July 2021, Joint Ministers agreed to provide a one-off grant of \$12 million to Te Whare Wānanga o Awanuiārangi in 2021/22 under section 556 of the Education and Training Act 2020 as a sign of good faith in response to its research funding concerns and as a demonstration of the Crown's desire to rebuild its relationship with Te Whare Wānanga o Awanuiārangi [METIS 1261898 refers]. The \$12 million was funded from Wānanga Research Aspirations (\$8.2 million) and Addressing Inequitable Funding of Wānanga (\$3.8 million) contingencies. The baseline will be updated in OBU.

Note: As this is an early stage of the financial year, the full year forecast will be updated in the Q2 report once OBU is approved, and the Ministry will have greater certainty around funding.

¹ The underspend in Fees-free cannot be used to offset the overspends in other category of the MCA without Cabinet approval.

Proposed changes to 2021/22 Performance Measures

The Ministry is seeking your approval to update some measures in Vote Education as set out below:

School Property Portfolio notes

Reverting back to the original 2020/21 note (as below) regarding calculation of the condition and functionality measures of property.

Appropriation	Performance Measure	School Property Portfolio Management (Departmental Output Expenses)	
Departmental Output Expenses D01 School Property Portfolio Management & Departmental Capital Expenditure D03 Ministry of Education - Capital Expenditure PLA & Investor Confidence Rating (ICR)	Percentage of State schools that meet the Ministry's property-related condition standards (see Note 3 in School Property Portfolio Management & Note 2 in Capital Expenditure)	Discontinued	Maintaining appropriate condition performance helps to minimise expensive asset failures and supports the effectiveness of education delivery. The Ministry's school property-related condition standards aim to get schools operating at a moderate ("5") or better condition rating for their school buildings. Each school building is condition-assessed using an industry-standard condition framework during each school's annual property visit, and performance is separately assessed for components of each building (eg, roof, building fabric, and fitout). A school-wide aggregated rating is then determined based on weightings that reflect the relative importance of components of building condition and the built-area of those buildings. The aggregated rating needs to be at least "5" on the 10-point rating scale, which runs from "1" (very poor) to "10" (very good), and where "5" means "moderate". This measure is forecast to cover approximately 90% of all State schools by June 2021.
		Revised	Maintaining appropriate condition performance helps to minimise expensive asset failures and supports the effectiveness of education delivery. The Ministry's school property-related condition standards aim to get schools operating at a moderate ("C3") or better condition rating for their school buildings. Performance against this industry-standard condition framework for each school building is based on assessments conducted during each school's annual property visit. Performance is separately assessed for components of each building (i.e. roof, building fabric, and fitout). A school-wide aggregated rating is then determined based on weightings that reflect the built-area of those buildings. The aggregated rating needs to be at least "C3" on the five-point industry-standard rating scale which runs from "C1" (very good) to "C5" (very poor), and where "C3" means "moderate". This measure is forecast to cover approximately 80% - 100% of all State schools by June 2022.
		Explanation	When using the new calculation method for 2021/22, we realised it did not deliver the benefits expected. We propose reinstating the original 2020/21 notes with very minor amendments.

Appropriation	Performance Measure	School Property Portfolio Management (Departmental Output Expenses)	
Departmental Output Expenses D01 School Property Portfolio Management & Departmental Capital Expenditure D03 Ministry of Education - Capital Expenditure PLA & ICR	Percentage of State schools that meet the Ministry's property-related functionality standards (see Note 4 in School Property Portfolio Management & Note 3 in Capital Expenditure)	Discontinued	Maintaining appropriate functionality (fitness for purpose) performance helps to support the effectiveness of education delivery. The Ministry's school property-related functionality standards aim to get schools operating at a moderate ("5") or better functionality rating. Performance against this standard is based on assessments conducted as part of schools' five-yearly property planning process. Schools use the School Evaluation of the Physical Environment (SEPE) tool to self-assess and rate aspects of their school site and school buildings. In some cases, data from internal environment sensors will supplement these self-assessments. A school-wide aggregated rating is then determined based on weightings that reflect site functionality, and the usability and comfort of school buildings. The aggregated rating needs to be at least "5" on the 10 -point functionality rating scale, which runs from "1" (very poor) to "10" (very good) and where "5" means "moderate". This measure is forecast to cover about 20% of all State schools by June 2021 while the SEPE tool is being implemented, but coverage will increase to 100% by June 2025.
		Revised	Maintaining appropriate functionality (fitness for purpose) performance helps to support the effectiveness of education delivery. The Ministry's school property-related functionality standards aim to get schools operating at a moderate ("3") or better functionality rating. Performance against this standard is based on assessments conducted as part of schools' five-yearly property planning process. Schools use the School Evaluation of the Physical Environment (SEPE) tool to self-assess and rate aspects of their school site and school buildings. In some cases, data from internal environment sensors will supplement these self-assessments. A school-wide aggregated rating is then determined based on weightings that reflect site functionality, and usability and comfort of school buildings. The aggregated rating needs to be at least "3" on the five-point SEPE functionality rating scale which runs from "1" (very poor) to "5" (very good) and where "3" means "moderate". The introduction of the measure in 2020/21 resulted in coverage of around 17%. This is forecast to increase each year as more SEPE assessments are undertaken. Coverage is expected to increase towards 100% by June 2025.
		Explanation	When using the new calculation method for 2021/22, we realised it did not deliver the benefits expected. We propose reinstating the original 2020/21 notes with very minor amendments.

Appropriation	Performance Measure	School Property Portfolio Management (Departmental Output Expenses)	
Vote Education – Asset Measures & ICR	Percentage of State schools which rate their experience of their school's property-related ICT functionality as 'moderate' to 'very good' (see Note 2)	Discontinued	Maintaining appropriate functionality (fitness for purpose) helps to support the effectiveness of education delivery. The Ministry's school property-related ICT functionality standards aim to get schools operating at a moderate ("5") or better functionality rating. Performance against this standard is based on assessments conducted as part of schools' five-yearly property planning process. Schools use the School Evaluation of the Physical Environment (SEPE) tool to self-assess and rate ICT functionality on their school site and in their school buildings. A school-wide aggregated rating is then determined based on weightings that reflect both site and building ICT functionality. The aggregated rating needs to be at least "5" on the 10-point functionality rating scale, which runs from "1" (very poor) to "10" (very good) and where "5" means "moderate". This measure is forecast to cover about 20% of all State schools by June 2021 while the SEPE tool is being implemented, but coverage will increase to 100% by June 2025.
		Revised	Maintaining appropriate functionality (fitness for purpose) helps to support the effectiveness of education delivery. The Ministry's school property-related ICT functionality standards aim to get schools operating at a moderate ("3") or better functionality rating. Performance against this standard is based on assessments conducted as part of schools' five-yearly property planning process. Schools use the School Evaluation of the Physical Environment (SEPE) tool to self-assess and rate ICT functionality on their school site and in their school buildings. A school-wide aggregated rating is then determined based on weightings that reflect both site and building ICT functionality. The aggregated rating needs to be at least "3" on the five-point SEPE functionality rating scale, which runs from "1" (very poor) to "5" (very good) and where "3" means "moderate". The introduction of the measure in 2020/21 resulted in coverage of around 17%. This is forecast to increase each year as more SEPE assessments are undertaken. Coverage is expected to increase towards 100% by June 2025.
		Explanation	When using the new calculation method for 2021/22, we realised it did not deliver the benefits expected. We propose reinstating the original 2020/21 notes with very minor amendments.

School Property teaching spaces

Revising the Property Portfolio Management measures below to be calculated using 'student places' to reflect Network practice, where forecast analysis is based on student places and not teaching spaces.

Appropriation	Performance Measure		Budget Standard
Departmental Output Expenses D01 School Property Portfolio Management	Discontinued	Percentage of the additional teaching spaces forecast delivered	80%
	Revised	Percentage of the additional student places forecast delivered	80%
	Explanation	Revising the measure to reflect student places aligns our metrics with the Network analysis work, and removes variation in results from rounding when we analyse data using teaching spaces.	
	Discontinued	Number of additional teaching spaces delivered	350-500
	Revised	Number of additional student places delivered	8000-11000
	Explanation	Revising the measure to reflect student places aligns our metrics with the Network analysis work, and removes variation in results from rounding when we analyse data using teaching spaces.	

Kiwis Count Satisfaction measure

Deleting the Primary and Secondary measure below as the survey it is based on will no longer be available.

Appropriation	Performance Measure		Budget Standard
Vote Education – Multi-category Appropriations M04 Primary and Secondary Education	Discontinued	Satisfaction of parents with state or state integrated (public) primary and secondary schools they have used or contacted, that a child in their care attends or may attend in the future (see Note 2).	Maintain or improve
	Explanation	The Public Service Commission survey methodology changed so this information is no longer available, and there is no obvious replacement available.	