

Education Report: Ministry of Education 2020/21 Fourth Quarter Education Work Programme 2021 Report

To:	Hon Chris Hipkins, Minister of Education		
Date:	29 September 2021	Priority:	Low
Security Level:	In Confidence	METIS No:	1266763
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Messaging seen by Communications team:	No	Round Robin:	No

Purpose of Report

The purpose of this paper is to provide the first report against the Education Work Programme (EWP) 2021 for the period between 1 April and 30 June 2021 and an initial concept of a high-level forward-looking Implementation View of programme timelines. This report fulfils your request for time-driven progress reporting on all initiatives, similar to the COVID-19 Response and Recovery (CRRF) monthly reports and the high-level EWP 2018 reporting. Your Office has advised that this report will need to be tabled at the agency meeting quarterly.

Summary

- 1 The EWP 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.
- 2 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 progress and those that should be deferred over a longer timeframe. Initiatives to support equity; pay parity; workforce; attendance, engagement and wellbeing; and measuring outcomes for learners will be the highest priorities over the coming years.
- 3 The attached **2020/21 Fourth Quarter EWP 2021 Report (Annex 1)** demonstrates the progress and insights towards achieving the five objectives through delivering the EWP priorities.
- 4 The attached initial concept of the **EWP 2021 Implementation View (Annex 2)** provides a high-level forward-looking view of implementation timelines and sector impacts. This demonstrates what can be expected from EWP initiatives until December 2021 and consolidates progress milestones towards achieving the intended strategic objectives. In the future, the view will also demonstrate programme interdependencies.
- 5 The successful implementation of key EWP 2021 initiatives over the next year will be affected by **pressing issues (paragraph 11 refers)**, such as managing capacity constraints, building strong relationships with whānau, and improving literacy and numeracy within a context of COVID-19, and the resulting financial environment.

- 6 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.
- 7 **Discussion topics** at the agency meeting could include initiatives that require your consideration and complex initiatives (paragraph 9 refers).

Recommended Actions

The Ministry of Education recommends you:

- a. **note** the attached 2020/21 Fourth 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

Noted

- b. **note** the attached initial concept of a 2020/21 EWP 2021 Implementation View (Annex 2), which provides a high-level forward view of future implementation timelines and impacts in the education sector

Noted

- 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 Annexes 1 and 2 withheld as appropriate.

Release/ Not release



Tom Dibley
**Acting Deputy Secretary
Strategy, Planning and Governance**

29/09/2021



Hon Chris Hipkins
Minister of Education

__/__/__

Background

- 1 This report provides a record of progress towards the priorities of the EWP 2021 for the fourth quarter of 2020/21, based on information accurate as of 30 June 2021, and highlights any key issues for discussion. The report also identifies whether the programmes have been funded through Budget 2021.
- 2 Please note that:
 - a. this report is in a transitional template that will be improved with your feedback
 - b. the CRRF items are shaded in grey as they have been previously reported in the June 2021 monthly report (METIS 1264865 refers)
 - c. this report does not include actual expenditures for the 2020/21 financial year because the Ministry is establishing the systems to report on this in the future. The next report will provide financial expenditures.
- 3 Typically, we would have provided you with a quarterly update on Ministry financial and non-financial performance measure reporting against agreed 2020/21 Budget standards in August 2021. This was deferred given you were provided the draft Annual Report to review in September 2021 with financial and performance measure results.
- 4 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.
- 5 The initial concept of the high-level forward-looking EWP 2021 Implementation View provides a view of the work programme's implementation timelines and sector impacts. This will enable the coordination of changes across the education system.

Quarterly Performance Results and Implementation View Concept

- 6 The EWP and Budget Strategy Sessions and supporting discussions have helped to reframe the attached 2020/21 Fourth 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. The report demonstrates the progress and insights towards how the Ministry has achieved the five objectives through delivering the EWP priorities between 1 April and 30 June 2021.
- 7 This report includes an early concept of a high-level forward-looking Implementation View of programme timelines (Annex 2 refers). Future iterations will refine regionally-led programme milestones, update delivery benchmarks and reflect your feedback.

Key Insights

Past highlights

- 8 The focus for this Government term is implementing previously established plans. Annex 1 indicates accordingly that most EWP priorities are being implemented. There are initiatives in the development phase that need to progress, such as the Reforms of Tomorrow's Schools and Vocational Education, which is expected at this stage. The Ministry is on track to deliver the priority programmes by 2024 as anticipated.
- 9 The following initiatives require your consideration:
 - a. Initiatives requiring your decision at Cabinet:
 16. The Reform of Vocational Education: *Unified funding system* remains on target to provide Cabinet with decisions in November 2021.
 - b. Initiatives facing complexity for you to note:

11. Supporting Māori learners and Te Reo Māori Post COVID-19:
- Te Ahu o te Reo Māori*: Complex procurement and contracting with multiple education suppliers were finalised in May 2021, three months longer than planned, delaying the programme to early 2021/22.
 - Te Kawa Matakura*: Discussions with Te Taihū o Ngā Wānanga about the expansion of Te Kawa Matakura are postponed while working with Te Taumata Whakahaere | Governance Group Te Tai Tokerau.
 - Kura Whānau Reo*: Kura Whānau Reo was on hold until after the discussions with Te Taihū o Ngā Wānanga concluded.
 - Whānau Engagement Fund*: All regions are engaged with iwi, but the low-trust environment may prohibit strengthening iwi partnerships.

Future foresights

- 10 Between July and December 2021, schools and kura are most impacted by EWP programmes. They have recently been engaged to review and design a significant number of changes and are now involved in transition activities while simultaneously participating in more engagements on future changes. At this time, implementation of changes are clustered at the ends of Terms 3 and 4, 2021. Navigating around the sector's capacity constraints will be crucial to these programmes' success.
- 11 In addition, there are several pressing issues that will demand the Ministry's attention and add complexity to progressing the EWP 2021, including giving effect to **Te Tiriti o Waitangi**, resolving **teacher supply challenges and collective employment agreement negotiations**, and addressing new **challenges created by COVID-19**. Leadership Team and programme leads will address these pressing issues through project management processes, flagging significant risks in future reports, and discussing complexity during Ministerial Agency meetings.

Next Steps

- 12 You may wish to discuss this report at a forthcoming Ministerial Agency meeting.
- 13 Future quarterly EWP reports will include incremental improvements in reporting on sector impact, outcomes achieved and expenditures, while focusing on student and whānau voice and frontline perspective. Reports will also align with agreed priorities in the 2021/22 Output Plan and the upcoming Ministry Statement of Intent 2021-26.
- 14 The Implementation View will continue to be refined based on updated delivery benchmarks to share the implementation information more consistently. In the future, the view will also demonstrate scheduling and programme interdependencies.

Proactive Release




- 15 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.

Annex

- Annex 1: Ministry of Education 2020/21 Fourth Quarter Education Work Programme 2021 and CRRF Initiatives Report
- Annex 2: Ministry of Education 2020/21 Education Work Programme 2021 Implementation View



Annex 1: Fourth Quarter Education Work Programme 2021 and CRRF Initiatives Status

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

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.

Fourth Quarter Progress 1 April to 30 June 2021




Information as at 30 June 2021 Quarterly report

Phase	EWP 2021 Initiative	Overall Status	Funding Status and Allocation
	<p>1. Ka Hikitia - Ka Hāpaitia and Tau Mai Te Reo</p> <p>Twelve expert te reo Māori providers were contracted to deliver Te Ahu o te Reo Māori in each of the 10 Ministry regions. This included preparing communications and implementing registration processes to support national delivery in the next financial year.</p> <p>In this quarter, Te Hurihanganui kaupapa was launched in Nelson and Manurewa. This means the community implementation partner is now working closely with five of the six target communities to implement Te Hurihanganui. The Ministry is in the early engagement process with the sixth community, who is expected to launch the programme in the next financial year. The kaiaromatawai community co-researchers have been onboarded and are undertaking the required training.</p> <p>To support system-wide shifts, the Ministry worked with the Teaching Council to ensure the Unteach Racism toolkit and Te Hurihanganui are aligned and worked with the cultural capabilities professional learning and development workstream to embed the kaupapa Māori and critical consciousness pou pillar into the procurement and selection process. It has also started developing guidance to support Boards of Trustees give effect to Te Tiriti o Waitangi, which is expected to be available in the next financial year.</p> <p>A working group is being established to embed the collective Ka Hikitia kaupapa within the Ministry.</p>	●	Funded \$740 million
	<p>2. The Early Learning Action Plan 2019-2029, with a focus on pay parity</p> <p>The Education and Training (Grants – Budget Measures) Amendment Bill, which supports the pay parity budget initiative, was introduced in May 2021 and received Royal Assent in July 2021. In addition, the Moving Towards Pay Parity in Early Learning initiative was announced in May 2021.</p> <p>The reinstated 100% certificated funding band came into force on 1 January 2021. As at the March 2021 funding payment, 56% of kindergartens and 10% of education and care services qualified for this band.</p> <p>The final Teacher Aide Career Pathways report is with the Accord, and the Ministry is working collaboratively with early learning employer associations to develop a draft Multi-Employer Pay Equity process agreement for the 600 named employers in the Teachers Pay Equity Claim.</p> <p>The Early Learning Sustainability Fund has now closed, and all applications have been processed. Overall, 47 applications, collectively valued at \$3.3 million, were received across two rounds of funding. The Ministry approved 26 applications, valued at \$1.2 million, with a median value of \$0.04 million per application.</p> <p>Tranche 1 consultations occurred between December 2020 and February 2021. In June 2021, Cabinet agreed to changes to regulations resulting from the Tranche 1 Early Learning Regulatory Review consultations, including a cancellation pathway for services cycling on- and off-provisional licences. This means the Ministry proposed amending the regulations to give the Secretary the power to cancel a licence based on a service provider's provisional licence history for that service.</p>	●	Funded \$248 million

Learners at the centre:
Learners with their whānau are at the centre of education

Annex 1: Fourth Quarter Education Work Programme 2021 and CRRF Initiatives Status

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Fourth Quarter Progress 1 April to 30 June 2021

Information as at 30 June 2021 Quarterly report

Overall Status
Funding Status and Allocation

● **Funded**
\$101 million

Phase



EWP 2021 Initiative 3. CRRF: Increasing Wellbeing and Mental Health Support to Learners and Education Workforce

This initiative has spent **\$64.1 million** as of 30 June 2021.

This quarter, the Urgent Response Fund allocated the remaining **\$5.6 million** of the **\$50 million** fund, supporting an additional 45,629 learners. Regional Directors of Education worked with regional advisory groups to manage the remainder of their funding allocations. Notably, in one application, the Fund enabled regional decision makers to collaborate with local iwi to identify and decide on supports that are tailored for Māori learners.

The distribution of the Fund also recognised that cultural wellbeing needs were impacting ākonga attendance and learning engagement. Applications categorised as “cultural wellbeing to support attendance” directly supported learners in school, kura and early learning services me ngā kōhanga reo to provide cultural approaches to support attendance, wellbeing and learning opportunities. For example, a school in the Waikato region saw increased anxiety and reduced resilience resulting from COVID-19. The school used the fund to hire a representative from the local iwi to work with a group of ākonga. The representative used a te ao Māori approach to support ākonga to build up mana through Te Tama Toa initiative, and hauora | wellbeing through a Te Whare Tapa Whā model. There has been an increase in the percentage of Māori learners at schools and kura supported by approved Urgent Response Fund applications over time. The Ministry will be undertaking further work to understand the impact of the fund on Māori learners. This programme was completed on 30 June 2021.

The Strengthening Mental Health Services for Tertiary Students initiative has signed a contract with Te Pūkenga | New Zealand Institute of Skills and Technology (NZIST) for the full allocation of **\$1.6 million** in 2020/21.

Te Pūkenga | NZIST has completed an assessment process with their subsidiaries and the Ministry of Health has agreed to an implementation plan. Additional student wellbeing services will be contracted in two of their subsidiaries by the end of July 2021. The remainder of the subsidiaries are undertaking 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 their learners and has begun discussions with Universities New Zealand.

The **\$4.4 million** funding for providing guidance counselling in large secondary schools has been fully spent through the secondary school staffing entitlement. The funding has enabled 215 Secondary schools with over 450 secondary students to receive an additional staffing entitlement of 0.4 FTE in 2021 to enable them to provide additional guidance counsellor services. This programme was completed in May 2021.

The Guidance Counselling in Primary and Small Secondary Schools initiative shared an **\$11.0 million** allocation with the closed **\$4.4 million** Guidance Counselling in Large Secondary Schools initiative. There is an underspend of **\$2.8 million** due to the additional time needed to evaluate RFP responses and to select the regions and schools to be invited to participate in the programme. This underspend is being returned to the centre. This is a material underspend.

All nine contracts with providers for the Guidance Counselling in Primary and Small Secondary Schools initiative have been signed, covering provision for 102 schools across eight regions. School delivery plans are being developed. The counselling service will begin to be delivered in Term 3, 2021. Once the contracts have been finalised, the Ministry will directly source providers for the remaining 32 schools that are not covered by the signed contracts.




There is an underspend of **\$2.8 million** for this initiative due to the additional time needed to evaluate RFP responses, select the regions and schools to be invited to participate, and finalise contracts with providers.

9(2)(g)(i)

Learners at the centre:
Learners with their whānau are at the centre of education

Annex 1: Fourth Quarter Education Work Programme 2021 and CRRF Initiatives Status

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




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Fourth Quarter Progress 1 April to 30 June 2021



Phase	EWP 2021 Initiative	Information as at 30 June 2021 Quarterly report	Overall Status	Funding Status and Allocation
		<p>The Frontline Curriculum Support and Resources initiative has spent \$4.3 million against a budget of \$5.2 million, resulting in an underspend of \$0.9 million due to delays in recruiting the Curriculum Lead roles.</p> <p>Following an initial slow recruitment of the Curriculum Leads, the Ministry has recruited 38 of the intended 40 roles, with recruitment of outstanding roles progressing well.</p> <p>The Ministry has requested approval from the Treasury for an In-Principle Expense Transfer to transfer the underspend from the Auckland COVID-19 resurgence counselling and advice fund to the 2021/22 financial year. If successful, the transfer will increase the funding available for 2021/22 to \$7.8 million. The Accord Wellbeing sub-committee considered two proposals for a contestable fund to utilise the underspend, including how the fund might be implemented, with timelines, mechanisms, and target populations. The proposals were considered by the Accord Governance Group in August 2021. The Accord agreed with the recommendation to establish a regionally-focused fund. In addition, the Accord agreed to discontinue the development on the \$1.5 million wellbeing hub. The Accord's decisions have since been agreed by the Minister, with the Minister also agreeing to temporarily halting work on the fund until the impact of the current COVID-19 resurgence is better known. When the Minister took these decisions, he also agreed to a nationwide COVID-19-resurgence Employee Assistance Programme service for frontline staff in early learning, schools and kura. This service will run initially for three months.</p>		
Learners at the centre: Learners with their whānau are at the centre of education	 <p>4. Reforms of curriculum, progress and achievement, and NCEA a. Refresh the national curriculum</p>	<p>The Ministry has begun work with expert groups to refresh the overall framework of the New Zealand Curriculum, which will provide the shape for the future curriculum changes. To support testing, feedback and co-design processes throughout the refresh, the Ministry established a Curriculum Voices Group with a wide range of representatives that have a particular focus on implementation and supporting wider engagement. Work has also begun to refresh the Social Sciences learning area, which includes the Aotearoa New Zealand's histories curriculum content.</p>	●	Funded
	 <p>b. Ensure that Aotearoa New Zealand histories are taught in all schools and kura from 2022</p>	<p>Mock-up concepts have been designed for the New Zealand Curriculum Record of Learning functionality, which will be tested via engagements with ākonga, parents, whānau and teachers in 2022. The results of the engagement will facilitate the potential design and build requirements for the Record of Learning. Once built, it will provide a comprehensive tool to understand student progress, strengths and needs.</p>	●	Funded
	 <p>c. Implement the NCEA change programme</p>	<p>Public and sector consultation on the draft curriculum content was held between February and May 2021, resulting in 4,523 responses. In addition, the draft curriculum content was tested across a range of year levels in schools and kura around the country, with feedback being received through 357 testing surveys. All the feedback was independently analysed during June 2021, and the Ministry will make changes to the draft histories content based on the feedback prior to seeking final approval from Cabinet. The Ministry is working with education, curriculum and history experts to ensure teachers have the necessary supports to help them deliver the new Aotearoa New Zealand's histories content. In addition, five key themes have been identified that will assist in developing the final iteration of Te Takanga o te Wā.</p> <p>Sector consultation on NCEA Level 1 Phase 1 products closed in April 2021 as part of the Review of Achievement Standards. In addition, the second Teacher Only Day, focusing on mana ōrite mō te mātauranga Māori, strengthening literacy and numeracy, te reo matatini me te pāngarau, was successfully held in May 2021.</p>	●	Funded (Further funding required) \$137 million
		<p>Formal public engagement on the proposed NCEA subjects for New Zealand Curriculum (Levels 2 and 3) and Te Marautanga o Aotearoa (Levels 1 to 3) were held between June and August 2021. The public is encouraged to take part via survey, submissions, and hui.</p>		
	 <p>5. CRRF: NCEA Online: Transforming Assessment for Learners</p>	<p>The Ministry is continuing its pilots of a new NCEA subject recognising Māori performing arts te ao haka, new te reo matatini me te pāngarau literacy and numeracy standards, and NCEA Level 1 English, science, religious studies and visual arts.</p> <p>The project has an end-of-year underspend of \$1.5 million, largely due to a delayed expenditure with an IT vendor experiencing COVID-19-related capacity issues in India that reduced its capacity for NCEA Online improvements. The underspend will be used to fund the committed development work to complete the implementation of NCEA Online,</p>	●	Funded \$24 million

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Fourth Quarter Progress 1 April to 30 June 2021



Phase	EWP 2021 Initiative	Information as at 30 June 2021 Quarterly report	Overall Status	Funding Status and Allocation
	6. CRRF: Providing Digital Identity Required for Online Assessment and Learning	<p>which will now be progressing in the 2021/22 financial year. As this funding is managed by a Crown Entity, the underspend will be managed through internal programme-retained reserves to smooth funding requirements due to timing issues over the life of the project, which is scheduled to end in the 2022/23 financial year.</p> <p>The NCEA Online initiative is on-track. This development work will now take place in next financial year, but this will not affect end-of-year digital exams. The eventual uptake of digital assessments across all schools and students depends on a range of factors, including equitable student access to devices, school connectivity, each school's voluntary 'opt-in' decision, and the prevalence of digitally-enabled teaching and learning in the classroom.</p> <p>This initiative is currently reporting an underspend of \$1.1 million OpEx due to timing delays. An In-Principle Expense Transfer for the underspend has been submitted.</p>	●	Funded \$15 million
	7. Develop a literacy strategy and mathematics (including numeracy strategy)	<p>This initiative has developed a single-stage business case and is currently engaging with multiple stakeholder groups. While this has meant a delay for the 2020/21 financial year, leading to an underspend of \$1.1 million OpEx, the initiative's pilot is expected to be implemented within the next financial year. An In-Principle Expense Transfer has been initiated for the underspend.</p> <p>The new NCEA standards for literacy and numeracy te reo matatini me te pāngarau have begun to be piloted in 23 schools, kura, rumaki, and tertiary providers. This includes the release of standards, assessment specifications, and sample items. An overview of the NCEA changes and professional learning and development was delivered to the sector in the second May Teacher Only Day. The Ministry has also developed a supporting strategy across the pathway from early learning through Year 13 and beyond.</p> <p>The Ministry has commissioned independent advice from the Royal Society Te Apārangi on the mathematics and statistics strategy, the numeracy knowledge and skills learners need to know, and what would need to be changed in the New Zealand Curriculum to achieve that knowledge. The Ministry, the sector and key groups are working together to share and build on the findings from the initial sector engagement, their experience and expectations to identify the key areas of focus to develop a strategy for te reo matatini and pāngarau teaching and learning.</p>	●	Funded \$22 million + Baseline
	8. An Action Plan to improve student attendance and engagement	<p>The draft Attendance Action Plan has been developed and discussed with Associate Minister Tinetti. By 30 June 2021, the Ministry has identified the immediate-, medium-, and long-term actions to support improvements in regular attendance. In addition, the Ministry has completed its consultation on the proposed changes to the Education and Training Act to improve Teaching Council processes.</p>	●	Funded Baseline
	9. Initiatives to tackle barriers to education success			
	a. Implement an Equity index for schools and early learning services	The school Equity Index is being implemented to fund internal system changes, engagement costs and monitoring and evaluation. The Minister is deciding on implementation and transition arrangements for the school Equity Index.	●	Funded \$23 million
	b. Improve digital access to help address the digital divide in schools and kura (CRRF: Equitable Digital Access)	<p>This funding initially enabled the Ministry to provide internet connections for six months from the date of connection. The connections have now been extended to 31 December 2021 to support household movements and the changing cohort. This programme's emphasis has been shifting from providing centralised support to supporting schools, kura and services to planning for a possible COVID-19 resurgence and resulting disruption.</p> <p>The project is progressing as planned. The overspend in the OpEx corresponds to the pre-payment of 5,000 internet subscriptions through to 31 December 2021, which was approved in the budget (METIS 1248643 refers).</p> <p>Over 45,000 internet connections have been allocated to households with learners across the country, and over 37,000 devices have been distributed to learners. The impact of this initiative is being evaluated and the results will be available for the Minister before 31 December 2021.</p> <p>The Ministry is reconnecting with the sector in a staged manner to capture any requested and as yet unmet demand for</p>	●	Funded \$48 million

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Fourth Quarter Progress 1 April to 30 June 2021

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Barrier-Free Access Great education opportunities and outcomes are within reach for every learner		internet connections, with priority given to Year 9+ students. At this stage, the Ministry is working with schools in Auckland, Tai Tokerau, Waikato, and Bay of Plenty regions.		
		The Ministry is working with the Department of Internal Affairs, which is leading the cross-government Digital Inclusion advisory group, and the Ministry of Business, Innovation and Employment to develop a sustainable, long-term solution to support digital inclusion in Aotearoa. This includes developing options to help transition those households receiving internet connections after their connections expire in December 2021, as well as on developing ongoing, sustainable digital equity initiatives for New Zealanders who are at risk of being digitally excluded. The Technology Support Fund of \$0.7 million was fully spent by end of June 2021 to meet the additional learning needs of ākonga whose learning was adversely affected by COVID-19.		
	 10. The Learning Support Action Plan 2025	<p>Early intervention has been strengthened by delivering services in new ways. A major benefit of these new ways of working is the reduced wait times for services; the national average wait time has been reduced from 104.2 days in June 2020 to 87.5 days in June 2021. However, demand continues to grow and will be monitored closely.</p> <p>In addition, a contract for the Early Intervention: Te Kōhanga Reo – Learning Support Initiative was signed with Te Kōhanga Reo National Trust in June 2021, and funding is being transferred to the Trust to develop, trial and test different models of learning support based on a te ao Māori perspective that supports inclusion and keeps mokopuna connected to the Kōhanga Reo community. The Ministry has provided professional learning and development to teachers to improve their ability to respond to the needs of neurodiverse learners. The new Learning Support Coordinator role has added capacity to the provision of learning support in schools. Evaluation of the role has shown that teachers value the immediate support and credible advice provided by the Coordinators. Whānau in schools with Learning Support Coordinators also reported they are finding it easier to communicate with, and feel supported by, their child's school. The Ministry has started redesigning attendance service contracts to locate services closer to the schools and communities they serve. In a survey of the South Auckland pilot scheme, 94% of the 51 respondent schools found that the service was responsive to their needs, and 78% agreed that the service met the needs of priority groups, including Māori and Pacific learners.</p>	●	Funded \$73 million + \$1,269 million Baseline
	 11. CRRF: Supporting Māori Learners and Te Reo Māori Post COVID-19	<p>Te Ahu o te Reo Māori was allocated \$30.6 million. Of these funds, \$11.6 million was reprioritised to other work programmes that support Māori learners (METIS 1236730 refers). The Ministry spent \$6.0 million of the reprioritised funds and submitted an Expense and Capital Transfer for an additional \$2.5 million. Of the remaining \$19.0 million in allocated funds, a \$15.0 million In-Principle Expense Transfer was submitted.</p> <p>Twelve contracts, valued at \$17.4 million, have been approved, and \$7.2 million was paid out by 30 June 2021 as contracts were finalised with suppliers in May 2021. The remainder of the funding will be disbursed in the 2021/22 financial year.</p> <p>Complex procurement and contracting with multiple education suppliers took three months longer than planned, with contracts only finalised in May 2021. This means that the commencement of Te Ahu o te Reo Māori programme has been delayed to early 2021/22. The milestones towards the twelve contracts deliverables will be reported on in the 2021/22 financial year.</p> <p>In May 2021, it was reported that \$4.4 million of the \$11.6 million reprioritised funds would be made available to the</p>	●	Funded

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Fourth Quarter Progress 1 April to 30 June 2021

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Barrier-Free Access Great education opportunities and outcomes are within reach for every learner		<p>three wānanga should they wish to begin Te Ahu o te Reo Māori provision. There have been no new developments in this space.</p> <p>The Whānau Engagement Fund was allocated \$10.2 million. This is separated into \$8.2 million Non-Departmental and \$2.0 million Departmental funding. The previous report did not reflect the \$2.0 million Departmental funding. The actual spend as of 30 June 2021 was \$9.7 million.</p> <p>Contracts have been signed with each of the ten regions, ranging from \$1.6 million in Auckland to \$0.1 million in Otago/Southland. The total value of all ten contracts is \$8.2 million. Progress reports for the Fund will be provided by each region to Ministers monthly to provide the most up-to-date information. All regions are actively engaged with iwi and are working to do things differently. Putting this into practice is a work in progress for both iwi and the Ministry. There is a risk that the current low-trust environment prohibits strengthening and building on the partnership relationship with iwi.</p> <p>There is a delay in the development of Te Kawa Matakura due to the new direction of the programme being tested in Te Tai Tokerau. Of the \$1.7 million allocated, \$0.9 million has been spent as of 30 June 2021. An In-Principle Expense Transfer of \$1.4 million has been submitted.</p> <p>Discussions with Te Taihū o Ngā Wānanga about the expansion of Te Kawa Matakura and partnering with iwi to roll out the programme into other regions have been postponed while the Ministry works with Te Taumata Whakahaere Governance Group Te Tai Tokerau. The parties will discuss the new direction of the programme and the potential implications moving forward.</p> <p>Te Aho Ngārahu was allocated \$1.5 million, and a \$0.7 million Expense and Capital Transfer was made at the March Baseline Update to cover the costs of licensing and project briefs. A further late In-Principle Expense Transfer of \$0.8 million was approved to move the remaining underspend to the 2021/22 financial year. Nine new Te Aho Ngārahu titles were sent to kura on 12 August 2021, including one written in the Moriori language. The current round of Te Aho Ngārahu confirms 19 Statements of Work have been issued and development has begun for these new resources. The remaining eight are still in progress. Licensing Agreements and Kawa Whanaungatanga are 85% complete. Although this allocation has been transferred to the 2021/22 financial year, this is a continuous programme of work, and learners are still receiving a suite of resources to support learning te reo Māori through local histories and stories.</p> <p>The Rauemi initiative, which was allocated \$3.0 million, commissioned seven contracts across the Ngā Kete Kōrero, Pae Akonga, Papakupu, and Paekupu, enabling teachers' and students' projects. An Expense and Capital Transfer of \$1.0 million was approved at the March Baseline Update to transfer the underspend to 2021/22 due to work prioritisation and capacity. As of 30 June 2021, \$0.9 million has been spent to deliver this programme. An additional In-Principle Expense Transfer of \$2.1 million, shared between Te Ahu o te Reo Māori and Rauemi, has also been submitted.</p> <p>Four new graphic novels with Augmented Reality capability have been launched on Arorangi, the Ministry's AR platform. Nine new titles for learners of te reo Māori, in the series Te Reo Tupu, are also being prepared for distribution to English-medium schools.</p> <p>There has been no spend to date for Kura Whānau Reo while the Ministry co-designs an appropriate and relevant communications pack with the regions to confirm the criteria for the pilot. The full \$2.0 million appropriation has been submitted as an In-Principle Expense Transfer to the 2021/22 financial year. Although the funding allocation cannot be finalised, the Ministry is working closely with the regional champions to ensure a diverse range of iwi or hapū agencies are offered an opportunity to participate in this 18-month pilot.</p> <p>Kura Whānau Reo was on hold until after the discussions with Te Taihū o Ngā Wānanga concluded. The Ministry has identified the final key pilot regions: Hawkes Bay-Te Tairāwhiti (Ngāti Kahungunu, Taranaki-Whanganui-Manawatū, Te Tai Tokerau, Auckland, and Nelson. In anticipation of this co-design work, the Ministry has identified the iwi and hapū that have prioritised language learning with whānau to participate in Kura Whanau Reo. Work on design has begun.</p>		







Annex 1: Fourth Quarter Education Work Programme 2021 and CRRF Initiatives Status

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

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.

Fourth Quarter Progress 1 April to 30 June 2021




Information as at 30 June 2021 Quarterly report

Phase	EWP 2021 Initiative	Overall Status	Funding Status and Allocation
	12. The Action Plan for Pacific Education 2020-2030 (CRRF: Targeted Support for Pacific Learners and Families (operating contingency))	●	Funded
	13. Reform of the Tomorrow's Schools System		
	a. A New Education Service Agency (Te Mahau)	●	Funded \$49 million
	b. A national Curriculum Centre	●	Funded \$162 million
	c. An independent mechanism for raising and resolving complaints, including supporting the use of restorative practice	●	Not Funded
	d. Strengthening the Māori medium education pathway	●	Not Funded
	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	●	Funded


Quality teaching and leadership make the difference for learners and their whānau

Annex 1: Fourth Quarter Education Work Programme 2021 and CRRF Initiatives Status

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

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Fourth Quarter Progress 1 April to 30 June 2021

Phase	EWP 2021 Initiative	Information as at 30 June 2021 Quarterly report	Overall Status	Funding Status and Allocation
	15. CRRF: 100% Qualified and Certificated Teachers (ECE)	<p>The Ministry collaborated with Immigration New Zealand to create an exception to the current border restrictions for up to 300 teachers in early learning and schooling, enabling teachers to enter the country.</p> <p>This initiative started as planned on 1 January 2021. The actual spend to date is based on the January to May 2021 entitlement, which has been calculated from the payments made during the March 2021 and July 2021 funding rounds.</p> <p>Although the entitlement for June 2021 will not be known until later in the calendar year, 9(2)(g)(i) [redacted]. The forecast total spend has been adjusted, from \$11.2 million at 31 May 2021 to \$12.2 million at 30 June 2021, to reflect this.</p>	●	Funded \$278 million
	16. The Reform of Vocational Education	<p>As part of the Reform of Vocational Education, the Ministry funded a series of events that connect schools, communities, and employers. In the past quarter, 127 events were held, involving 33,045 students and 1,749 employers. The Events that Connect Schools, Communities and Employers initiative concluded on 30 June 2021. The initiative resulted in consistent positive outcomes, with good engagement from both employers and schools. Overall, students showed more active consideration of vocational education, with a 16% increase for those attending school events, and a 31% for those attending industry or organisation events. Over 90% of students who attended organisation events felt they were better prepared and had the skills to be successful in their future education and employment.</p> <p>The Ministry is continuing to work on the high-level design for the Vocational Entrance Award(s) and on the future of the vocational pathways.</p>	●	Funded
	a. Establish Workforce Development Councils (WDCs) and oversee the integration of Te Pūkenga (CRRF: Establishing Workforce Development Councils to Support COVID-19 Recovery)	<p>The highly consultative process used to develop the Orders in Council for the establishment of Workforce Development Councils (WDCs) led to the timeframe for their establishment differing from those expected at Budget 2020. There has not been an application to transfer any underspent funds from 2020/21 to 2021/22.</p> <p>Cabinet agreed to transfer \$42.0 million of the funding appropriated for WDCs to the Industry Training Fund, thereby reducing the 2020/21 funding for from \$46.0 million to \$4.0 million.</p> <p>Six WDCs were formally established on 10 May 2021 when the Governor General gave Royal Assent to the Orders in Council. Official appointments have been made to the following WDCs: Toi Mai, Hanga Ao Rau Manufacturing, Engineering and Logistics, Waihangā Ara Rau Construction and Infrastructure, Muka Tangata – People, Food and Fibre, and the Community Health Education and Social Services. The establishment of the Services WDC is currently underway.</p> <p>Transition plans have been received from the Competenz, BCITO, Connexis and NZMAC Transitional Industry Training Organisations. These transitional Industry Training Organisations will shift their functions to Te Pūkenga, providers and WDCs in the next financial year.</p> <p>Te Pūkenga and Te Wānanga o Aotearoa signed an MoU in May 2021 outlining their agreement to work together to deliver vocational education.</p>	●	Funded \$198 million + \$65 million per annum (from 2022/23)
	b. Create a framework and plan for a unified funding system	<p>The design of the unified funding system has progressed and remains on target to provide Cabinet with decisions in November 2021.</p>	●	Funded \$294 million + Baseline
	17. CRRF: Transitional Industry Training Organisation and Workforce Development Council-Led COVID-19 Response Projects	<p>This initiative has spent less in 2020/21 than initially expected due to significant delays in establishing the WDCs. This has meant that funding to date could only be allocated to Transitional Industry Training Organisations.</p> <p>An In-Principle Expense Transfer of \$8.8 million has been approved to ensure projects agreed to can continue in the 2021/22 financial year. This will be reflected in the October Baseline Update. The forecast spends were estimated in July 2021 and the overall baseline will be updated in future Education Work Programme reports.</p> <p>The Waihangā Ara Rau Construction and Infrastructure WDC will be picking up four existing BCITO and Connexis</p>	●	Funded \$11.8 million








Future of Learning and Work: Learning that is relevant to the lives of New Zealanders today and throughout their lives

Annex 1: Fourth Quarter Education Work Programme 2021 and CRRF Initiatives Status

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




PHASE	DEFINITION	STATUS	DEFINITION
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Fourth Quarter Progress 1 April to 30 June 2021

Phase	EWP 2021 Initiative	Information as at 30 June 2021 Quarterly report	Overall Status	Funding Status and Allocation
Future of Learning and Work: Learning that is relevant to the lives of New Zealanders today and throughout their lives		projects in October 2021, as those are the early adopter Transitional Industry Training Organisations. Alongside that, any remaining funding not committed to Transitional Industry Training Organisation projects are expected to be made available to the WDCs to run their own projects. However, it is still unclear when the WDCs will have completed their own establishment and will be in a position to start their own projects.		
	 18. CRRF: Increasing Trades Academy Places and Supporting Secondary Transitions	The funding has been fully committed for the 2021 calendar year, which covers 2020/21 and the first six months of 2021/22. Four of the seven specialist staff appointments were not completed until between March and June, resulting in an underspend of \$0.2 million.	●	Funded \$26 million
		Specialist staff appointments were expected to be completed during the fourth quarter of 2020/21. Of the seven appointments, six appointments have been completed and the remaining one is in progress.		
	 19. CRRF: Targeted Training and Apprenticeship Fund	1,000 additional Trades Academy places have been fully subscribed for the 2021 calendar year and are expected to be fully subscribed in the future. As per the June roll return data, all of the 1,000 places have been filled.	●	Funded
	 20. CRRF: Support for Group Training Schemes to Retain Apprentices in Preparation of Post-COVID-19 Economic Recovery	As of the end of June 2021, 144,315 learners were enrolled in programmes eligible for the Targeted Training and Apprenticeship Fund, through both industry training and provider-based study, of which 71,000 are apprentices.	●	Funded
	 21. CRRF: Meeting Increased Learner Need for Tertiary Education	The TEC issued agreements to seven fund recipients to extend funding to beyond 30 June 2021 and allow Group Training Schemes the opportunity to re-distribute their allocation among three priority areas. This allows the Group Training Scheme organisations to continue to support apprentices in training.	●	Funded
World Class inclusive public education: New Zealand education is trusted	 22. CRRF: Adult and Community Education (ACE)	The April Single Data Return indicates that 2021 enrolments may be 11% to 13% above 2020 levels. As at 30 June 2021, the full \$2.4 billion baseline allocation for the Student Achievement Component has been distributed, as had additional funding for literacy and numeracy. The full \$79.5 million additional funding provided through the CRRF has been spent on learner enrolments.	●	Funded \$255 million
	 23. The International Education Strategy and the International Education Recovery Plan	This initiative is on track to meet its overall goals.	●	Funded \$14 million
	 24. A strategic programme of investment in school property (NSRP&NEGP)	The Ministry has developed the next steps for the re-set of the international education sector, facilitated the return of approved cohorts of international students, and hosted Asia-Pacific Economic Cooperation education working groups.	●	Funded \$16 million
		In this financial year, 10 projects have been announced as part of the NSRP, with approximately \$200 million planned to be invested in these schools. The schools announced to date are Taita College, Northcote College, Mt Aspiring College, Twizel Area School, Spotswood College, Greytown School, Browns Bay School, Onehunga Primary, May Road and Albany Primary. No new projects were announced in the past quarter.	●	Funded \$682 million + \$16 million in 2025/26 and outyears
		In total, 4,017 projects have been initiated in the programme to date, and 1,226 projects have been completed at 747 schools in this financial year. Over \$44 million has been spent to support the package this quarter and over \$200 million has been invested since the programme started.		
		This year, the Ministry has engaged with suppliers to ensure the programme roll-out is as smooth as possible across the country. The programme has completed all procurements and is in the final stages of contract negotiations, ready for roll-out in the 2021/22 financial year.		
		This quarter, 1 Ministry-led major redevelopments were completed at Waimea College. This brings the full year total to 5 major redevelopments at Glendowie College, Grey Lynn School, Napier Boys' High School (Stage 1), Warkworth School and Waimea College.		

Annex 1: Fourth Quarter Education Work Programme 2021 and CRRF Initiatives Status

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

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Fourth Quarter Progress 1 April to 30 June 2021

Information as at 30 June 2021 Quarterly report

Overall Status **Funding Status and Allocation**

Phase	EWP 2021 Initiative	
World Class inclusive public education:		We delivered approximately 90 additional teaching spaces in this quarter adding to the overall school property portfolio, for a total of over 480 additional teaching spaces over the course of the financial year.
		The Ministry has established a working group to improve the time for delivering property-related support to children and learners with disabilities or learning support needs and will investigate potential opportunities for procurement savings.
		This programme, which is a cross agency initiative with the Energy Efficiency & Conservation Authority, has initiated 16 projects this quarter. All the programme heating solution reports for the schools within the programme have been completed.
		This quarter, the remainder of the new school bus transport contracts have been awarded through Tender 2 to 18 transport providers to provide services from Term 1, 2022. The tender process for smaller routes for smaller bus operators has also been completed.
		Business as usual property support continues to be provided through 5 Year Agreement and supplementary funding to state schools, and 'Policy One' funding to state-integrated schools.

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.

Appendix: EWP Forward View - National Office prototype


July (Term 2)		August (Term 3)		September (Term 3)		October (Term 4)		November (Term 4)		December (Term 4)	
Impacted stakeholders	Activities and deliverables this month	Impacted stakeholders	Activities and deliverables this month	Impacted stakeholders	Activities and deliverables this month	Impacted stakeholders	Activities and deliverables this month	Impacted stakeholders	Activities and deliverables this month	Impacted stakeholders	Activities and deliverables this month
      	EL Regulatory Review: planning of the implementation of Tranche 1 changes		Attendance Service Redesign consultation completes	        	EL Regulatory Review: Consultation on Tranche 2 proposals begins			     	EL Regulatory Review: Consultation on Tranche 2 proposals concludes	       	Guidance for planning and reporting developed
	Tranche 1 EL Regulatory Changes in place (partial release)				Test EL Kōwhiri Whakapae Progress and Practice tools				New tools to support engagement with ākonga and whānau released		Development of Ka Hikitia framework begins
	Develop Pacific Bilingual and Immersion Education Policy				Conclude research to build understanding of Māori pathways for Ka Hikitia framework				Increased investment for Pacific Bilingual Immersion Units made available (?)		New Attendance Services contracts in place
	Undertake research to build understanding of Māori pathways for Ka Hikitia framework				Inclusive Environments for Rainbow learners - new resources released				Mental health education guide released with explicit information for Rainbow Learners		Comprehensive report on 2021 Term 2 Attendance data submitted
	Consult on Attendance Service redesign				Co-design of Attendance Service redesign begins				A suite of teaching resources to support the delivery relationships and sexuality education		ELAP data presented to the Minister and ERO
                 	Co-design of Attendance Action plan narrative begins				Co-design of Attendance Action plan narrative concludes						Report on Health and Physical Education resources submitted
					Māori curriculum leads support implementation of Māori medium resources to support sexuality education						Update on a potential regulatory framework for ongoing stewardship of curriculum
					Workshops on consent education and local health curriculum design						Progress report on the Curriculum Lead Service delivery submitted
					Launch and distribution of 'Poto series' resources to Pacific Bilingual units						
         	Te Kahu Toi - implementation of expanded support for learners with significant social, emotional, wellbeing and behavioural needs		Phase 2 Evaluation of Learning Support Coordinators completes		Equity Index Sector Reference Group meets		Engagement on Equity Index begins	  	Engagement on Highest Needs Review completes		New tools to improve educationally powerful connections with students, whānau, iwi and communities available
	Inclusive education Public Forum launched								Improved support for community programmes supporting rangatahi at risk of disengaging in place		
	The roll out of the Access to Period Product initiative to all opt-in schools begins								New modules and tools supporting design of inclusive learning in English medium schools available		

LEGEND

Impacted stakeholders:

 Educators

 Whānau

 Māori peak bodies

 Ākonga

 Minister/Cabinet

 Service providers





















 Community

Initiatives with major impact

 New **supporting** product/service

 New rule/requirement

Appendix: EWP Forward View - National Office prototype

July (Term 2)		August (Term 3)		September (Term 3)		October (Term 4)		November (Term 4)		December (Term 4)	
Impacted stakeholders	Activities and deliverables this month	Impacted stakeholders	Activities and deliverables this month	Impacted stakeholders	Activities and deliverables this month	Impacted stakeholders	Activities and deliverables this month	Impacted stakeholders	Activities and deliverables this month	Impacted stakeholders	Activities and deliverables this month
 Quality teaching & leadership	Mathematics Strategy targeted consultation begins	 Open consultation for proposed changes to NCEA subjects ends	 Consultation on draft Aotearoa New Zealand's histories content begins	 Draft mathematics strategy options and report on Pāngarau sent to the Minister	 Te Mahau and National Curriculum Centre established and operational.			 Co-design forums on draft bicultural framework and social sciences content for NZC, including reset of TMOA continues			
			 Tapasā resources made available		 Aotearoa New Zealand's histories and Te Te Takanga o Te Wā supports and curriculum released						
			 Tomorrow's Schools reform progress report sent to Cabinet		 Update on draft literacy and mathematics strategies sent to Cabinet						
					 Update on NCEA Change Programme sent to Cabinet						
 Future of learning and work	WDC Council established and member induction completed	 Transition of ITOs to Workforce Development Councils begins	 Decision document for Unified Funding System shape, impacts, rates, and transition approach provided to the Minister	 Workforce Development Councils begin implementation of new vocational training	 Workforce development councils operational			 Simplified qualifications and standards transferred to Workforce development councils			
	Decision document for Unified Funding System Te Reo Provision; Strategic Component and funding allocation methodology provided to the Minister	 Regional Skills Leadership Groups transition to their full state									
		 Decision document for Unified Funding System Performance Measurements & Consequences and Funding Category provided to the Minister									
 World class inclusive public education	Sector Reference Group for 2025 Quality Evaluation appointed										
	Design of the 2025 Quality Evaluation begins										


LEGEND


Early childhood


Primary and secondary


Further education


Impacted stakeholders:


 Educators


 Whānau

 Māori peak bodies


 Ākonga


 Service providers

 Minister/Cabinet

 Community

Initiatives with major impact

 New supporting product/service

 New rule/requirement