Education Report: Finalising the TES: initial advice following consultation

To: Hon Chris Hipkins, Minister of Education

Date: 1 November 2019  Priority: High
Security Level: In confidence  METIS No: 1205230
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Messaging seen by Communications team: No  Round Robin: Yes

Purpose of Report

1. We are seeking your high-level direction on how to respond to feedback from consultation on the Tertiary Education Strategy (TES) component of Shaping a Stronger Education System with New Zealanders. This paper outlines our initial response to public consultation, prior to completing full analysis of submissions and survey responses.

2. This advice focuses on the content of the strategy and was developed prior to the discussion at your meeting with officials on 31 October 2019. We would like to discuss timing options with you at your agency meeting on 4 November 2019.

The TES will be a component of your overall education strategy, developed following extensive public engagement including:

- The Korero Mātauranga and regional wānanga and fono across New Zealand in 2018.
- Engagement on tertiary priorities in early 2019, alongside RoVE consultation.

Consultation on a draft TES concluded on 25 October

3. Officials conducted a broad-based consultation on your overarching strategy for education Shaping a Stronger Education System with New Zealanders, with a focus on the Statement of National Education and Learning Priorities and the TES. Consultation on the TES ended on 25 October. Consultation included:

- 14 public hui on NELP and TES covering most regions
- Over 100 targeted engagements with a diverse range of stakeholders including current and prospective students, staff and leadership of education providers,
Māori, industry and community groups, Pacific people, disability groups and other education stakeholders.

- Around 180 responses to a detailed survey
- Over 50 written submissions.

4 Consultation on the NELP component of the strategy will continue to 25 November. In order to publish a TES by the end of 2019, we would need to finalise the TES content before the NELP consultation concludes.

Your proposed approach to an integrated education strategy and five objectives have been endorsed broadly by stakeholders

5 Stakeholders generally supported, on balance, the holistic, single set of objectives Cabinet has agreed for the whole education system.

6 Some concerns were raised about a consequent lack of specificity and the need for tailoring to individual sectors (for the Universities this extended to differentiation between types of tertiary education organisations) and some suggestions were made to sharpen the framing of the objectives. Once consultation has closed on the NELP in November the Ministry will consolidate feedback on any implications for the overarching objectives, but feedback on tertiary issues has not indicated any significant issues with the current five.

7 With respect to the proposed priorities and actions, in particular, stakeholders suggested several ways to clarify, strengthen and flesh out priorities, and to link them to actions. This includes suggestions as to how priorities can be consolidated. (The draft tertiary priorities are listed in Annex 1.)

Overall, feedback on the TES included the following high-level themes:

a. the need for greater clarity and specificity around roles and responsibilities across the tertiary education system in achieving the priorities set out in the strategy.

b. broadening the focus from ‘workplaces’ to recognise the value of integrating learning with community and social aspirations, and the changing nature of work.

c. the need for clearer articulation of what is meant with respect to Te Tiriti o Waitangi commitments, including for Mātauranga Māori and Te Reo.

d. the need for explicit articulation of a commitment focusing on inclusion of, and the elimination of barriers for, Pacific people and learners with disabilities

e. the need to ensure the strategy is less domestically insular and more outwardly-focused, with regard to global citizenship, New Zealand’s place in the world and the Government’s environmental sustainability goals

f. the need for greater emphasis on functional literacy and numeracy as enablers of improved tertiary and employment outcomes and social well-being

g. careers and pathways priorities need to emphasise reaching into schooling earlier, and include greater links with industry, employers and communities
h. connecting to current work programmes and actions, particularly those relating to RoVE

i. More visibility for research and links to strategies for both international education and research

j. The need for outcomes measures to monitor progress against the priorities in the strategy.

We are seeking your agreement to make some refinements to inform final priorities and actions

8  We are currently analysing consultation findings in more detail and will provide a comprehensive analysis alongside a draft final strategy and accompanying Cabinet paper.

9  We are seeking your endorsement of some proposed amendments at a high-level now in order to inform our re-drafting work. We anticipate further possible changes to the strategy will emerge as we complete consultation analysis.

We advise changes to the following document as follows:

a. Specifying and clarifying the roles and responsibilities for tertiary providers and government agencies. This will include more detailed articulation of outcomes, how these may be achieved and by who.

b. Consolidating priorities 8 and 9, both of which focus on the need to align learning more strongly towards work. This priority would further incorporate greater emphasis on learning for community and social aspirations and the key underpinning skills, including problem solving and complex communication skills, required in a changing economy.

c. More clearly articulating the importance and inherent value of Mātauranga Māori and the Crown’s commitment to working in partnership with Māori to support and protect this taonga.

d. The addition to priorities of a focus on equity for Pacific learners, as distinct to tertiary education that better serves the needs of Māori as tangata whenua under Te Tiriti o Waitangi.

e. Redrafting and broadening the priorities sitting under objective 5, to more clearly articulate the vision for a world-class education system including for research. This would place greater emphasis on global connectivity and the essential contribution tertiary education and research makes to social, economic and environmental outcomes. The links to strategies for both international education and research will also be made more explicit.

f. Placing greater emphasis on foundational literacy and numeracy, particularly under priorities aimed at addressing barriers.

g. Consolidating priorities 3 and 10, to strengthen the linking of pathways through the education system more closely with careers support. This would also incorporate the need for greater linkages with employers and communities.

h. More explicitly articulating how RoVE reforms support the priorities outlined in the strategy.
i. Place the substantive content in priority 2 under priorities 1, 3 and 7 which more clearly articulate the importance of reducing barriers, fostering inclusion and the need for culturally relevant teaching practice.

10 We also propose adding an action to develop a pastoral care code for domestic tertiary students under priority one ‘Make sure tertiary environments are safe, inclusive and responsive’.

Following finalisation of the strategy, outcomes measures and a robust plan for implementation will be developed.

11 Following finalisation of the strategy, the Ministry will develop system level measures to monitor progress against its priorities. System level measures will support measurement of how the tertiary education system, including both government agencies and tertiary education organisations, are tracking towards outcomes. Consultation feedback has confirmed the importance of measures to track progress.

12 We will also work with relevant government agencies and the sector to develop an implementation plan which will further scope and refine the actions.

Next steps

13 We would like to discuss options with you for publishing a final strategy, including timing options over the end of 2019 and the start of 2020.
Recommended Actions

The Ministry of Education recommends you:

Discuss with officials options for publishing the strategy as part of a whole of education system strategy alongside the NELP

Agree that officials will revise the content of the draft final strategy as outlined above in this report

or

Discuss with officials the above proposals or any further feedback you have at your earliest convenience

Proactive release

a. agree that this Education Report will be proactively released once the final strategy has been approved by Cabinet and published.

Agree / Disagree

Andy Jackson
Group Manager, Tertiary Policy
Graduate Achievement, Vocations & Careers
1/11/2019

Hon Chris Hipkins
Minister of Education
7/11/19

Let's get all the NELP feedback in first and then consider the whole package.
Annex one: Current draft priorities

Objective One: Learners at the centre – learners with their whānau are at the centre of education

1 Make sure tertiary environments are safe, inclusive and responsive.

Objective Two: Barrier free access – great education opportunities and outcomes are within reach for every learner

2 Understand and respond to the needs and aspirations of learners/ākonga.

3 Develop clear and supported pathways to enable learners/ākonga to achieve their aspirations.

4 Create a wide range of education options and delivery models to enable lifelong learning.

Objective Three: Quality teaching and leadership – quality teaching and leadership make the difference for learners and their whānau

5 Invest in their staff in ways that strengthen their practice and align to the needs of learners/ākonga, industry, employers and communities.

6 Incorporate te reo Māori and tikanga Māori in the everyday life of the place of learning.

7 Deliver culturally and personally responsive teaching and learning.

Objective Four: Future of learning and work – learning that is relevant to the lives of New Zealanders today and throughout their lives

8 Move the focus of teaching and learning more strongly towards workplaces.

9 Rethink what we teach and learn for the changing nature of work.

10 Deliver enabling careers guidance and information.

11 Encourage TEOs and employers to work collaboratively in upskilling current employees.

Objective Five: World class inclusive public education – New Zealand education is trusted and sustainable

12 Recognise and value our unique national identity.

13 Enhance the contribution of research to the wellbeing of New Zealand.