



Education Report: Further revisions to the proposed NELP and TES priorities

To:	Hon Chris Hipkins, Minister of Education		
Date:	11 March 2020	Priority:	High
Security Level:	In Confidence	METIS No:	1222685
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Messaging seen by Communications team:	N/A	Round robin:	No

Purpose of report

This paper seeks your feedback on a revised and streamlined set of priorities for the statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES), and a revised indicative timeline for Cabinet approval of the final NELP and TES.

Summary

1. In mid-February 2020, we provided a revised set of NELP and TES priorities (METIS 1217794 refers) following public consultation.
2. You signalled at your agency meeting you would like to streamline the number of priorities. To assist you in doing this we attach a possible set of reduced priorities, while retaining the key changes made based on consultation feedback. This is intended to support your vision for an integrated, whole-of-system approach to setting priorities for the education sector.
3. In METIS 1217794, we also recommended that you agree that early learning services and schools have the ability to choose the priorities that are most applicable for their setting to focus on – rather than adopting all nine as their strategic focus. We consider that this approach will best accommodate the significant diversity in early learning services, schools and kura.
4. We seek your decision on this recommendation, and on the revised set of priorities, which are attached as Annex 1.

Recommended Actions

The Ministry of Education recommends that you:

- a. **provide** feedback on the NELP and TES priorities attached as an A3

Yes / No

- b. **agree** that, in relation to the NELP, early learning services and schools will have the ability to choose the priorities that are most applicable for their setting to focus on – rather than adopting all nine as their strategic focus

Agree / Disagree

- c. **note** our indicative timeline for progressing the NELP and TES to Cabinet for approval is as follows:

Deliverable	Date
Draft Cabinet Paper to Minister's Office, with draft NELP and TES document	20/03
Feedback provided	23/03
Revised drafts to Minister's office	03/04
Agency and Ministerial consultation	06/04-17/04
Revised Cabinet Paper and NELP & TES Document to MO	29/04
Final documents lodged	30/04
SWC	06/05
Cabinet Approval	11/05

Noted

Proactive release recommendation

- d. **agree** that this Education Report is proactively released once the final NELP and TES have been approved by Cabinet and published.

Agree / Disagree



Grant Klinkum
Deputy Secretary
Graduate Achievement, Vocations & Careers

11/03/2020



Dr Andrea Schöllmann
Deputy Secretary
Education System Policy

11/03/2020

Hon Chris Hipkins
Minister of Education

__/__/2020

Background

1. In mid-February 2020, we provided you with a revised set of NELP and TES priorities (METIS 1217794 refers) responding to what we were told during public consultation. Public feedback on the draft priorities was largely positive, but consultation analysis identified potential priorities that stakeholders thought were missing, and some instances where priorities could be strengthened or simplified.
2. In response to your feedback on the revised priorities at your agency meeting (17 February 2020), we have reduced the number of priorities and made all but one of them joint across the NELP and the TES. We have focussed on having one key idea per priority, so it is clear what we are asking places of learning to do. We now have nine joint priorities and one specifically for the TES. A proposed revised set of priorities is attached as Annex 1.
3. There is now only one proposed priority that is sector specific, for the TES. This TES priority focuses on the importance of research in the tertiary sector. The importance of research and the need to strengthen this priority was unanimous across the universities. It also responds to feedback from the wānanga on the importance of mātauranga Māori and the need to recognise their unique role in safeguarding this taonga.

Places of learning to select the NELP priorities they will focus on

4. In the previous report (METIS 1217794) we recommended that early learning services and schools be able to select some NELP priorities as a focus for their strategic planning, rather than expecting them to have regard to all of the NELP priorities. Research suggests the most effective way to embed quality teaching and leadership is to have a narrow, deep and sustained focus on a few evidence-informed priorities. We seek your agreement to allow places of learning to choose their focus based on their individual context and identified need, in implementing the NELP.
5. There are also some instances where certain priorities are not equally applicable for all places of learning across the early childhood education (ECE), schooling and tertiary education sectors. An example of this would be where we ask places of learning to *'Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work'*. This would not make a lot of sense for the early learning sector or for primary schools, but is relevant and meaningful for secondary schools and tertiary providers.
6. Where any individual priority is not highly relevant to a sector within the education system, we can address this through the text of the supporting document that will be published when the final priorities are published.

Next steps

7. Once we receive your feedback on the proposed priorities for the NELP and TES (Annex 1), we will seek to provide you with a draft revised NELP/TES document. Following this we will work with your office to finalise a NELP/TES for Cabinet approval in May.

8. Should you wish to discuss the attached NELP/TES priorities, we will arrange with your office to do so at your next available agencies meeting.

Annexes

- Annex 1: A3 - Shaping a stronger education system with New Zealanders: Revised proposed NELP and TES priorities

Proactively Released

Annex 1: Shaping a stronger education system with New Zealanders

Revised proposed NELP and TES priorities

Te Tiriti o Waitangi

To give practical effect to Te Tiriti o Waitangi, places of learning respond to the needs of, and work to improve outcomes for, Māori learners/ākonga, whānau, hapū and iwi.

They develop meaningful partnerships with mana whenua, whānau, and Māori employers and communities.

Together, they work to ensure local tikanga Māori, mātauranga Māori and te ao Māori are reflected in their governance, plans and policies, and in the learning they offer.

Objective one: Learners at the centre

Learners with their whānau are at the centre of education

- 1. Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.
- 2. Understand learners/ākonga and their context to design and deliver education that responds to their needs and fosters their aspirations.
- 3. Partner with whānau, family, caregivers and communities in the education of learners/ākonga.

Objective two: Barrier free access

Great education opportunities and outcomes are within reach for every learner

- 4. Reduce barriers to education for all, including for disabled learners/ākonga and those with learning support needs.
- 5. Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy.

Objective three: Quality teaching and leadership

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

- 6. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.
- 7. Have high aspirations for all learners/ākonga, and support these by adopting inclusive education practices and reducing streaming in schools.

Objective four: Future of learning and work

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

- 8. Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work.

Objective five: World class inclusive public education

New Zealand education is trusted and sustainable

- 9. Provide teaching and learning that sustains the identities, languages and cultures of all learners/ākonga.
- 10. Enhance the contribution of research and mātauranga Māori in addressing local and global challenges.



Revised priorities key:

Joint NELP/TES priority	TES Specific priority
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