



**Briefing Note:** SWC consideration of *Shaping a Stronger Education System with New Zealanders – Finalising the NELP and TES*

<b>To:</b>	Hon Chris Hipkins, Minister of Education		
<b>Date:</b>	3 August 2020	<b>Priority:</b>	Medium
<b>Security Level:</b>	In Confidence	<b>METIS No:</b>	1231276
<b>Drafter:</b>	Helen Walter	<b>DDI:</b>	s 9(2)(a)
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<b>Messaging seen by Communications team:</b>	No	<b>Round Robin:</b>	Yes / No

## Summary

This note provides talking points for the Cabinet paper *Shaping a Stronger Education System with New Zealanders – Finalising the NELP and TES*, which will be considered at Cabinet Social Wellbeing Committee (SWC) on Wednesday, 5<sup>th</sup> August.

## Proactive release

**Agree** that this Briefing will be proactively released.

**Agree / Disagree**

Ben O'Meara  
**Group Manager**  
**System and Schooling Policy**

03/08/2020

Hon Chris Hipkins  
**Minister of Education**

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## Proposal

1. I am seeking Cabinet's endorsement of the Statement of National Education and Learning Priorities (NELP) and Tertiary Education Strategy (TES), which I intend to Gazette. These priorities are summarised in the table at paragraph 27 of the paper, and on page 3 of the attachment.

## Background

2. As statutory documents, the NELP and TES direct government and education sector activities towards the actions that will make the biggest difference, and ensure that we strengthen the education system to deliver better outcomes for all learners/ākonga.
3. Addressing equity issues in our education system, which have come through strongly in our conversations with communities over the past three years, is a key focus of the NELP and TES priorities proposed in this paper.
4. The priorities set out in the NELP and TES are closely aligned with the ambitions of the Learning Support Action Plan, Ka Hikitia, Tau Mai te Reo, the Action Plan for Pacific Education, and the Reform of Vocational Education.
5. I consulted on a draft NELP and TES late in 2019.
6. I've considered the feedback from that consultation and our COVID-19 experience to finalise these documents with a single set of priorities across both the NELP and TES. The last priority, relating to the need to enhance the contribution of research and mātauranga Māori to local and global challenges, applies to the TES only.

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	Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages, and cultures
Objective two: Barrier free access – great education opportunities and outcomes are within reach for every learner	
3	Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs
4	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	

5	Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning
6	Develop staff to strengthen teaching, leadership and learner support capability across the education workforce
<b>Objective four: Future of learning and work – learning that is relevant to the lives of New Zealanders today and throughout their lives</b>	
7	Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work
<b>Objective five: World class inclusive public education – New Zealand education is trusted and sustainable</b>	
8	Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)

### Measuring success

7. The Ministry of Education will develop a set of system level indicators to monitor the effects of the NELP and TES. Where possible, the indicators and reporting will be aligned across both strategies.
8. In addition, places of learning will be invited to assess and track their successes through a self-evaluation tool. ERO will lead the development of a self-evaluation tool for schooling and early learning, aligned to ERO's existing Evaluation Indicators tool. This tool will be ready for use by October 2021, in time for schools to use it as they begin preparation of their new Strategic Plans.
9. In tertiary education, the TES is the main focus of the TEC's annual investment process. The assessment, decision-making, and monitoring the TEC undertakes, is based on how well a tertiary organisation contributes to achieving the priorities and outcomes in the TES. Places of learning will be invited to self-assess against the actions and priorities set out in the TES.

### Communication

10. Following Cabinet approval, I intend to issue a media statement and publish the NELP and TES on the Ministry of Education website.
11. The NELP and TES priorities will be published by notice in the Gazette at this time.
12. I seek agreement from Cabinet to make minor changes to the NELP and TES prior to publication (recommendation 5 refers).