

Annex Two

Revised Terms of Reference: Tomorrow's Schools Taskforce

On 16 November 2018, the Independent Taskforce (the Taskforce) reviewing Tomorrow's Schools provided the Minister for Education (the Minister) with a report suggesting key direction changes for the compulsory schooling system, alongside thirty-one specific recommendations.

The primary purpose of the next phase of the Tomorrow's Schools Review will be to gather feedback from education stakeholders on the directions of change and recommendations in the Taskforce's report to the Minister of Education.

Consultation will be led by the Taskforce. During this phase of the review the Taskforce will work alongside the Ministry of Education (the Ministry). The Ministry will be developing detailed analysis on the report and its recommendations in parallel to the consultation, and will use the feedback gathered during the consultation to support this process.

Outcome

During this phase of the review the Taskforce, working alongside the Ministry, will gather feedback on the directions of change and recommendations they have put forward. By 30 April 2019 the Taskforce will provide the Minister with a report which summarises the feedback received via the consultation process. They will also advise the Minister whether they would like to modify any of their recommendations in response to the consultation.

Scope

The scope of the Tomorrow's Schools Review remains the same as in its previous phase. During this phase the Taskforce will gather feedback from education stakeholders on its report to the Minister.

The review covers the provision of compulsory schooling for children and young people aged 5-19 years (or 21 years for learners with high needs), with a focus on a system that promotes equity and excellence for all of New Zealand's children and young people.

The review is limited to the state and state-integrated schooling system and relevant education agencies, but may take into account how the governance, management and administration of the schooling system impacts on the opportunities for employer engagement, the secondary-tertiary interface, transition to tertiary study and work, and transition from early learning to schooling.

The review continues to explore the following themes:

- The ability of governance, management and administration of the schooling system to respond to the education needs of the future;
- The ability of schools to respond flexibly to their local communities and the need to balance this with every child's right to a responsive education at their local school, regardless of where they live;
- The roles of governance, management and administration in schools, and how they could better support equity and inclusion in the educational progress and outcomes for all children throughout their schooling;

- Giving active expression to te Tiriti o Waitangi by exploring the impact of the governance, management and administrative system on the ability of schools to meet the needs of all Māori students and assessing its effectiveness for Māori medium students;
- The environment within which schools operate, including the roles of the Ministry, ERO, NZQA, the Teaching Council and NZSTA in supporting schools (and the yet to be established Education Advisory Service and Leadership Council).

Operation

Consultation will be led by the Taskforce, working closely with the Ministry. Policy advice on the Government's response to the Tomorrow's Schools Review will be lead by the Ministry. Both the Taskforce and the Ministry will be present at engagements with key audiences across New Zealand to hear feedback on the key directions of change the Taskforce set out in their report to the Minister in parallel.

This engagement process will give all New Zealanders an opportunity to provide their thoughts on the future of the schooling system.

- The Taskforce and the Ministry will seek feedback through face-to-face meetings with key audiences across New Zealand. Engagements will be jointly attended by the Taskforce and the Ministry.
- There will also be opportunities for the public to provide written feedback through submissions and an online survey process. Analysis of the written feedback will be carried out by the Ministry, and be shared with the Taskforce.
- The Taskforce and the Ministry will engage widely with New Zealanders so that the full spectrum of stakeholder views, including learners/ākonga, principals/tumuaki, and teachers/kaiako, Board of Trustees representatives, parents, whānau, iwi, Pacific communities and members of the disability and learning support community, are captured in the feedback. Particular effort will be taken to hear feedback from young people currently least well served by the education system.
- The engagement processes will be focused on gathering feedback on levels of support for the directions of change suggested by the Taskforce

Report back

The Taskforce is to provide the Minister with a report summarising the feedback received via the consultation process no later than 30 April 2019. They will also advise the Minister whether they would like to modify any of their recommendations in response to the consultation.

In order to ensure the Minister is kept appropriately informed, the Chair will provide regular updates to the Minister on the Taskforce's progress throughout the course of the feedback phase.

Annex A

Background

In April 2018 the Minister of Education (the Minister) appointed an Independent Taskforce (the Taskforce) to review Tomorrow's Schools. Tomorrow's Schools is the underpinning governance and regulatory framework for New Zealand's state and integrated schools. It was introduced in the late 1980s, following the Picot review that identified serious weaknesses in the education system.

The Minister commenced the review because it had been almost thirty years since the introduction of Tomorrow's Schools, with many changes made to the schooling system and the context in which it operates occurring in that time. The Taskforce were asked to consider if the governance, management and administration of the schooling system is fit for purpose to ensure that every learner achieves educational success, with a focus on achieving a system that promotes equity and excellence for all children and young people.

From April to November 2018 the Taskforce carried out a detailed review of the Tomorrow's Schools model. As part of this review, from May to September 2018 the Taskforce engaged widely with stakeholders throughout the country, holding over 200 meetings in twenty cities and towns. 2,275 people completed the Taskforce's online survey and the Taskforce received 85 formal written submissions. The Taskforce were supported by a Cross-Sector Advisory Panel which included representatives from a range of groups and organisations that have an interest in the state and state-integrated schooling sector.

In November 2018 the Taskforce provided the Minister of Education with their report which suggested key directions for change and made a number of specific recommendations for the compulsory schooling system.

There will now be an opportunity for the public to provide feedback on the direction changes suggested by the Taskforce. The Taskforce will gather this feedback, before providing the Minister with a report summarising this feedback and setting out their final views on changes that should be made.

Annex B

Functions and Role of the Independent Taskforce

The Taskforce will continue to be an independent group appointed by the Minister of Education. The Taskforce will consist of the same five individuals appointed by the Minister in April 2018.

Accountability

The Taskforce will continue to be accountable to the Minister for the quality and timeliness of its advice and reports.

Conduct of Business

The Taskforce will agree an approach with the Minister for carrying out its role during this phase of the review. Given the timeframes for the report back to the Minister summarising feedback and setting out final views, it is expected that the Taskforce will meet frequently.

The Chair of the Taskforce will:

- Provide free and frank advice using a no surprises approach with both the Minister and the Secretary for Education.
- Consult the Minister and the Secretary for Education before talking to the media; and
- Receive from the Ministry accurate analysis of submissions.

The Ministry of Education, in order that the Taskforce can fully execute its functions, will support its role by:

- Operating a no surprises approach;
- Working alongside the Taskforce to hear consultation feedback in parallel and to analyse feedback.
- Providing timely analysis of submissions to the Taskforce through a Secretariat function within the Ministry of Education;
- Consulting with the Taskforce on engagement with the media; and

All advice or information provided to the Taskforce will be subject to the provisions of the Official Information Act 1982 and Privacy Act 1993. All advice or information provided by the Taskforce to the Minister, other Ministers, and/or the Secretary for Education, will be subject to the provisions of the Official Information Act 1982 and its release will be subject to consultation with Ministers. Decisions on the release of information will be determined after consultation with all interested parties.

The Secretary for Education will support the Taskforce by ensuring that it is provided with the information, advice and support relevant to the gathering and analysing of feedback and development of its consultation advice. The Secretary will meet with the Taskforce's Chair to determine the form and content of this information and support.

Authority

The Taskforce is an advisory body and has no authority to direct any government department or agency; employ staff; enter into contracts or make commitments or undertaking on behalf of any Minister or the Secretary of Education.

Other business

Members are expected to act in good faith, with integrity and with reasonable care in performing their duties on behalf of the Taskforce.

Connections with other education priorities

Various aspects of the education system are being worked on, reviewed or reformed as part of the education work programme. Connections will continue to be made with these pieces of work as they progress. They are:

- The development of the Statement of National Education and Learning Priorities (NELP)
- The NCEA review
- The development of a future-focused Education Workforce Strategy
- Development of an action plan for learning support
- A comprehensive reform of school property
- A review of home-based education and care services
- The development of an Early Childhood Education Strategy
- The development of a Tertiary Education Strategy
- A programme of change for the institute of technology and polytechnic (ITP) subsector
- Supporting strong research that delivers outcomes for all New Zealanders; and
- A continuous focus on raising achievement for Māori learners through:
 - Work on Ka Hikita
 - Development of a strategic pathway for Māori-medium education
 - Providing long term solutions for the supply for Māori language teachers
 - Improving transition from school to the work force and/or further education and training
- A continuous focus on raising achievement for Pacific learners through work on the Pacific Education Plan.
- The development of the International Education Strategy and the International Student Wellbeing Strategy.