Shaping a stronger education system with New Zealanders

Whakamaua te pae tata kia tina - Take hold of your potential so it becomes your reality...

Whaia te pae tawhiti kia tata – Explore beyond the distant horizon and draw it near!

**Objective 1:**
Learners at the centre
Learners with their whānau are at the centre of education

- This means:
  - All learners/ākonga feel welcome, can access and fully participate in education
  - All learners/ākonga are positively engaged in and progressing and achieving in education
  - Every child has access to an early learning service that is valued by their parents and supports their identity, language and culture
  - Financial and physical barriers are removed so that all New Zealanders can access education opportunities
  - Learners/ākonga and their whānau can access full Māori medium pathways
  - All learners/ākonga regardless of identity, language and culture, ability, or circumstance benefit from high expectations and are supported to progress, achieve and excel
  - There is access to specialist knowledge and support from and for learners/ākonga, whānau, employers and educators when needed
  - Learner/ākonga success opens doors to employment and other opportunities throughout their lives
  - Tertiary and workplace learning is accessible and enables all learners/ākonga and employees to achieve their aspirations
  - Employers and communities can shape and benefit from the competencies, skills and knowledge that all learners can contribute

**Objective 2:**
Barrier-free access
Great education opportunities and outcomes are within reach for every learner

- This means:
  - All learners/ākonga are supported by a diverse, skilled well-qualified education workforce that is in the right place at the right time
  - Educators deliver inclusive and responsive teaching and learning that adapts to learners/ākonga needs
  - Educators are valued and influential as part of a trusted, high status profession
  - Educators have the wellbeing and cultural competence to give every learner/ākonga their best
  - Leaders have the passion and skills to bring out the best teaching and learning
  - Educators at all levels are committed to engage with people who have disengaged with learning
  - Teaching and learning is reciprocal (ako) – learners/ākonga, their whānau, iwi and their community are connected to educational professionals and influential
  - Educators use te reo Māori correctly every day
  - Employers can build and formally recognise the skills of their employees
  - Globally connected research-led teaching keeps tertiary learners/ākonga at the forefronts of knowledge

**Objective 3:**
Quality teaching and leadership
Quality teaching and leadership make the difference for learners and their whānau

- This means:
  - All learners/ākonga are able to connect with others to explore, gain and build on the competencies, skills and knowledge they need to thrive
  - Children develop knowledge, skills and dispositions they need through teaching, learning and play to be confident engaged learners
  - They understand and engage with their learning progress and their choices and pathways
  - All learners/ākonga develop a connection to New Zealand’s people, history, identities, languages and cultures as part of a globally connected education
  - Learning is relevant and future-focused on learners/ākonga aspirations – their contribution to their diverse communities, their workplace as citizens of New Zealand and the world
  - Learners/ākonga can learn, and learn in, te reo Māori and NZ Sign Language
  - Learning and training is life-long and meets the opportunities and challenges posed by the future of work
  - Learners/ākonga relevant skills and knowledge are recognised through robust and trusted qualifications
  - Employees have the future-focused skills and knowledge to help businesses grow and prosper

**Objective 4:**
Future of learning and work
Learning that is relevant to the lives of New Zealanders today and throughout their lives

- This means:
  - A New Zealand education is trusted by learners/ākonga, whānau, employers, iwi, communities and future generations
  - Education is adaptive and innovative
  - New Zealand research is respected and builds greater understanding, connection and innovation
  - Definitions of progress, achievement and success reflect and sustain what is valued by learners/ākonga and their whānau through their view of the world, including for Māori and Pacific and disabled people
  - Māori Māori is valued, supported and influential
  - Māori-Crown partnerships in education are clear and make a difference to learning
  - Learners/ākonga and their whānau experience education as a seamless part of the government services they receive to support their day-to-day lives and aspirations
  - A sustainable and unified vocational education system delivers high quality work integrated learning
  - Learning environments are fit for purpose and environmentally sustainable

**Objective 5:**
World class inclusive public education
New Zealand education is trusted and sustainable

- This means:
  - We will also ask communities, whānau and using international benchmarking).
  - We will measure the performance and health of the system and its parts so that it can serve current and future generations. We will measure the health of institutions (e.g. through ERO and NZQA) and research quality (e.g. through the PRRT). We will broaden our measures to include the quality of treaty partnerships and the system’s environmental performance.

**How we’ll know we are on track:**
Our measurement methods will include how we serve all communities at all levels of the system. The measures include existing methods as well as methods that we will develop over time

We will ask learners/ākonga and their whānau about their wellbeing and experiences of education, using regular surveys and other data. We will also ask communities (e.g. Pacific communities) about their experiences in education.

We will use system information about needs, progress, achievement and qualifications to understand the skills, knowledge and competencies learners/ākonga are gaining. We will measure at a level so low we are serving all learners, inc. Māori succeeding as Māori. We will treat information in ways that New Zealanders trust.

We will use teacher and education workforce data and forecasting to measure whether we have enough people, with the diversity we need and in the right places. We will use a variety of information to understand how we are tracking with workplace capability, wellbeing and development (e.g. through the Teaching Council, and using international benchmarking).

We will measure outcomes beyond education so that we understand whether what people are learning is helping them in their lives. This includes employment, engagement as citizens, measures of social wellbeing (e.g. using the integrated data infrastructure - IDI) and engagement in Te Ao Māori and in Pacific communities.

We will collectively build a productive and sustainable economy and an open and caring society.

Te Tiriti is honoured and there are Māori-Crown partnerships that make a difference to learning.

A New Zealand Education supports wellbeing and enables individuals to grow, learn and excel.

Learners/ākonga can contribute so their whānau and communities thrive.

So that...

Korero Mātauranga

Our 30 year vision, government objectives and 10 year actions

Version 3 September
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10 Year Actions

Whakamaua te pae tata kia tina - Take hold of your potential so it becomes your reality...
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Objective 1: Learners at the centre
Learners with their whānau are at the centre of education

Education Work Programme Actions

- Create rich records of learning so that progress is understood and shared.
- Develop new initiatives to value diversity and inclusivity.
- Implement the elements of the Early Learning strategy, curriculum progress, and achievement report.
- Increase monitoring in Early Learning. Effective monitoring will ensure positive change happens.

Objective 2: Barrier-free access
Great education opportunities and outcomes are within reach for every learner

Actions to support places of learning
- Improve adult-child ratios in early learning services.
- Review group size, building design, and other environmental factors in early learning services.
- Develop resources that support teachers to lead learning on significant societal challenges.

Objective 3: Quality teaching and leadership
Quality teaching and leadership make the difference for learners and their whānau

Actions to improve skills, knowledge, and competencies
- Implement new Digital Technologies that help learners.
- Increase the number of qualified teachers in early learning services.
- Improve Initial Teacher Education to better equip teachers and develop a capable and diverse workforce.

Objective 4: Future of learning and work
Learning that is relevant to the lives of New Zealanders today and throughout their lives

Actions to support lifelike learning
- Launch Careers Systems strategy to support learning pathways and learners’ aspirations.
- Improve access to early learning through Te Reo Māori.
- Increase the effectiveness of adult literacy and numeracy education.

Objective 6: World class inclusive public education
New Zealand education is trusted and sustainable

Actions so education provision is in the right place
- Deliver the National Education Growth Plan to make sure we have environmentally sustainable and accessible schools, kura, and classrooms.
- Establish innovation hubs where early learning services can access innovation experts.

The National Education Learning Priorities, Tertiary Education Strategy...
...provide the means to share and progress these priorities and actions with early learning services, schools, and tertiary education organisations, and with everyone who needs to play a part to ensure positive change happens for all.

10 year actions are subject to future Budget decisions