

Shaping a stronger education system with New Zealanders

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

We are descendants of explorers, discoverers and innovators who used their knowledge to traverse distant horizons. Our learning will be inclusive, equitable and connected so we progress and achieve advances for our people and their future journeys and encounters.

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



New Zealanders told us this means:

- » Learners/ākonga and their whānau are accepted, respected, valued, feel they belong, and have voice and influence as partners in their education
- » Children learn and thrive through high quality early learning settings
- » Learners/ākonga experience an education that values and sustains and connects them to their identity, language and culture and is free from bias, discrimination and racism
- » Learners/ākonga are physically, socially and emotionally safe – whānau can trust that their young people will be looked after
- » They experience teaching and learning that builds from their strengths and adapts to their context so they progress, achieve and excel
- » Learners/ākonga have the confidence to contribute to the wellbeing of whānau and help their iwi and communities thrive
- » Education providers make it easy for learners/ākonga to learn where they need to and move as their needs and lives change
- » Learners' /ākonga information travels with them and they have the information they need to build the skills and knowledge they and their employers need

Objective 2:

Barrier-free access

Great education opportunities and outcomes are within reach for every learner



...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, iwi 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 3:

Quality teaching and leadership

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



...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 re-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 frontiers of knowledge

Objective 4:

Future of learning and work

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



...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 5:

World class inclusive public education

New Zealand education is trusted and sustainable



...this means:

- » A New Zealand education is trusted by learners/ākonga, whānau, employers iwi, communities and prospective international students
- » 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
- » Mātauranga 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

So that...



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



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



We 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.

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 engagements. 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 we know we are serving all learners, inc. Māori succeeding as Māori. We will treat information in ways that New Zealanders trust.

We will measure participation in learning from early learning, schooling tertiary and workplace learning and lifelong learning. We will measure demand, adequacy and quality of services (e.g. using administrative information and demand forecasting) We will measure practice where needed (e.g. through ERO and NZCER).

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 workforce 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 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 PBRF). We will broaden our measures to include the quality of treaty partnerships and the system's environmental performance.

Shaping a stronger education system with New Zealanders

10 Year Actions

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Objective 5:

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Education Work Programme Actions

Actions to create partnerships

- » Create rich records of learning so that progress is understood and supports shared decision making by learners and whānau and professionals
- » Implement the elements of the Early learning strategy, curriculum progress and achievement report and NCEA change so learners/ākonga and whānau have the learning pathways they value
- » Establish an independent mechanism to help learners/ākonga and whānau raise and resolve complaints about their learning
- » Support local curriculum design which involves learners/ākonga whānau and diverse voices from the wider community in decisions
- » Enhance student voice in the tertiary education system

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
- » Support development of resources that bring local history and knowledge including that held by iwi, into learning
- » Build capability across tertiary education to use data and good practice to support learners/ākonga wellbeing

Actions to address racism, and discrimination

- » Deliver and learn from Te Hurihanganui and other programmes to navigate and address racism and discrimination in early learning services, schools and other places of learning
- » Implement new initiatives to value diversity and prevent and respond to bullying including developing educators' understanding and capability
- » Broaden concepts of success beyond academic for all learners/ākonga and whānau

Actions to address financial barriers to equity

- » Maintain 20 hours free and breakdown other financial barriers in early learning
- » Implement the Equity Index to address impacts of socio-economic disadvantage on learner/ākonga outcomes
- » Implement a trial of a school lunch programme
- » Progressively increase funding for schools that do not ask for donations
- » Provide fees-free NCEA for every young person
- » Provide Fees Free to support access to Tertiary Education and Training

Actions to better meet the needs of all learners

- » Deliver new services and supports for learners/ākonga 'at-risk of disengaging' in schools and kura, including through Alternative Education
- » Create new Learning Support Co-ordinator roles so learners/ākonga get the right and timely support
- » Deliver Learning Support Action plan and other initiatives and ensure additional learning needs are identified early and responded to quickly
- » Strengthen specialist supports so learners/ākonga with on-going needs get the right supports over time
- » Create tools that support a common way of noticing learning progress and needs
- » Extend Gifted Support to help gifted learners/ākonga realise their potential
- » Build supports for learners/ākonga who are gifted in Mātauranga Māori
- » Use investment and funding to ensure Tertiary Education Organisations to achieve equitable, successful outcomes
- » Revitalise the Adult and Community Education sector, including night classes
- » Develop information and tools to map skills to potential careers and pathways
- » Expand earn/learn opportunities

Actions to increase number and quality of teachers in early learning services and schools

- » Deliver Workforce strategy teacher supply initiatives for early learning and schools
- » Implement workforce strategy to 2032 to attract and develop a capable and diverse workforce
- » Improve Initial Teacher Education to better equip new teachers to meet the needs of all of New Zealand's diverse learners/ākonga

Actions to lift quality of teaching

- » Increase the number of qualified teachers in early learning services
- » Build cultural competency across the workforce, including through Tapasā and Tātaiako competencies for teachers of Pacific learners and Te Hurihanganui for Māori learners/ākonga
- » Support professional networks and reset PLD priorities to align with a focus on progress across the curriculum
- » Build greater support for teachers to develop, deliver and assess relevant and inclusive local curricula and improve access to resources by replacing TKI
- » Increase proficiency in te reo Māori across early learning and schooling through Te Ahu o te Reo
- » Improve the effectiveness of adult literacy and numeracy education
- » Celebrate excellence through the Teaching Excellence Awards
- » Establish Regional Skills Leadership Groups to provide investment advice about the skills needs of their regions
- » Establish Centres of Vocational Excellence to drive innovation and excellence in teaching and learning

Actions to lift quality of leadership

- » Create a leadership centre and implement the leadership strategy
- » Create greater industry leadership of all vocational education through Workforce Development Councils

Actions to improve skills, knowledge and competencies

- » Implement new Digital Technologies |Hangarau Matihiko curriculum in schools and kura
- » Update National Curriculum documents so that learning expectations are clear and relevant to today's learners/ākonga
- » Build a stronger focus on New Zealand's history so that it is a part of the local curriculum for all learners/ākonga
- » Create a schools leavers' toolkit to support young people access the life skills they need to succeed
- » Make our senior secondary qualification, NCEA more robust, consistent, inclusive and accessible for learners/ākonga of all abilities and backgrounds

Actions to support life-long learning

- » Launch Careers System strategy to support career pathways and learners' /ākonga aspirations
- » Embed work-integrated learning to enable more high-quality on the job training
- » Grow the next generation of Māori leaders through Te Kawa Matakura.
- » Make foundation learning part of a holistic package of support to enter, and learn in, work
- » Implement the International Education Strategy to help connect New Zealand learners/ākonga to the world
- » Review the funding system, including for degrees, to introduce a stronger focus on work-integrated learning across a broader range of disciplines
- » Implement a transparent funding framework that allocates resources to high priority learning and economic needs
- » Support digital opportunities to participate in a wider world of work

Actions to strengthen Māori Medium pathways

- » Support access to Te Kōhanga Reo to all early learning children that want it
- » Grow Māori Medium education pathways and provide equitable support
- » Support the revitalisation of te reo Māori
- » Develop and implement a plan for all qualifications and graduate profiles to be bilingual

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 where we need them and when we need them
- » Create early learning establishment process so local provision has the right mix of education and language pathways
- » Develop, publish and implement an information and investment framework that grows high-performing TEOs

Actions to promote interdependence, collaboration and accountability

- » Establish innovation hubs where early learning services can access innovation expertise and research partners
- » Increase monitoring of early learning services
- » Enable and strengthen networks at all levels to work collaboratively
- » Create a NZ Institute of Skills & Technology so there is a unified, sustainable public network of regionally accessible vocational education
- » Review the Performance-Based Research Funding system
- » Create a single integrated vocational education funding system

Actions to create a learning system

- » Implement Te Rito to improve data quality, availability, timeliness and capability
- » Implement planned and comprehensive monitoring in Early Learning.
- » Establish trusted education data protection and use governance and practice

Actions to realise Māori-Crown partnerships

- » Greater recognition of Mātauranga Māori so it can be better supported and is embedded in governance, leadership and teaching
- » Work with Māori to develop and implement effective Māori-Crown partnerships.

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