

Te Tāhuhu o te Mātauranga | Ministry of Education

Statement of Intent

2021-26



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Contents

Foreword	4
Introduction	5
Purpose and expectations	7
Who are we?	10
The wider education system	12
Achieving equitable and excellent outcomes	14
Learners at the centre.....	14
Barrier-free access	16
Quality teaching and leadership.....	18
Future of learning and work.....	20
World class inclusive public education	22
Building our capability for the future	24
Monitoring organisational performance	26
Managing risk	26

Foreword



Minister of Education

In 2018, the Government launched Kōrero Māturanga to hear directly from New Zealanders about their expectations, aspirations and views about the future of education. Drawing on a wealth of experience and feedback, a vision for education was adopted:

“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!”

New Zealanders told us they wanted an education system that is responsive to the needs of all ākonga | learners. An education system that recognises the connections between learners, wellbeing, equity and achievement. In particular, the system needed to value the identity, language and culture of every child and learner, and recognise the importance of Te Tiriti o Waitangi.

The sector told us in the review of Tomorrow's Schools that they want to see a more responsive and flexible system of support at the frontline to help them to support all of our children and young people to succeed in education.

Te Tāhuhu o te Mātauranga | the Ministry of Education has already supported the sector through many positive changes to our education system, from strengthening the use of te reo Māori in schools and early learning centres to progressing the reform of vocational education.

COVID-19 has disrupted our lives, including education. We are continuing to manage the ongoing impact, particularly with the emergence of the Delta variant.

The Statement of Intent for the Ministry builds on those changes, and the experience with COVID-19, and sets out the focus for the next four years to support key initiatives the Government is seeking to progress. We have prioritised initiatives that support: attendance, engagement and wellbeing; literacy and numeracy improvements; building a strong and capable workforce; and strengthening Māori and Pacific-medium pathways.

The 4 October 2021 establishment of Te Mahau, within the redesigned Ministry, is part of the Government's education vision for providing improved support to the sector and leadership. Over time, this will see the shifting of education decision-making, resourcing and delivery, closer to local educators and communities. Setting up Te Mahau and redesigning the Ministry is a foundation step towards achieving this longer-term change.

Responsible Minister Statement

I am satisfied that the information on strategic intentions prepared by Te Tāhuhu o te Mātauranga | the Ministry of Education is consistent with the policies and performance expectations of the Government.

A handwritten signature in blue ink, appearing to be 'C. Hipkins', written in a cursive style.

Hon Chris Hipkins

Minister of Education

Responsible Minister for the Ministry of Education

Introduction



Secretary for Education

The Statement of Intent sets out how we plan to deliver on our purpose to shape an education system that delivers equitable and excellent outcomes. It sets out what we will do to improve outcomes for learners, how we are transforming the organisation to support this change, and how we will measure progress.

The plans we have set out in this Statement of Intent are ambitious. We need to continue to deliver day-to-day services, while redesigning the system and transforming our role in it. With the Education Work Programme, the immediate deliverables are clear. The challenge is delivering these, while managing the impact of COVID-19 and the demands it places on the system and our organisation. We recognise the need to learn and build in the agility to respond to COVID-19 and other changes in the external environment.

We have recently started to transform how we work in line with the Government's response to the review of Tomorrow's Schools. A foundation step was the establishment of Te Mahau, a separately branded business unit within Te Tāhuhu o te Mātauranga | the Ministry of Education on 4 October 2021. The focus of Te Mahau is to provide integrated and locally responsive support to early learning and teachers, leaders and boards, to help them support learners, whānau and their communities to address persistent disparities and advance effective practice.

This change involves shifts in how we work — taking practical action to give effect to Te Tiriti o Waitangi, giving priority to regional and local voices, improving our feedback loops and information flows, and delivering more responsive, accessible and integrated services and support. The new leadership team, Te Ohu Poutoko, are working together to agree a change programme to support these shifts. While we will take time to develop the detail, our intention is clear.

Obviously until our ambitions translate into action, they are just good intentions. The experience that the sector and wider community has of working with us, and the results that ensue, will be the ultimate test of our achievements.

Chief Executive Statement of Responsibility

In signing this information, I acknowledge that I am responsible for the information on strategic intentions for the Te Tāhuhu o te Mātauranga | the Ministry of Education. This information has been prepared in accordance with section 38 and section 40 of the Public Finance Act 1989.

A handwritten signature in black ink, appearing to read 'Iona Holsted'. The signature is fluid and cursive.

Iona Holsted
Secretary for Education



Purpose and expectations

Our purpose

He mea tārai e mātou te mātauranga kia rangatira ai, kia mana taurite ai ōna huanga.

We shape an education system that delivers equitable and excellent outcomes.

We fulfil this purpose through two distinct roles:

- » Our shaping role is where we work on the policy, settings and performance of the education system so that it is well placed to deliver outcomes for ākonga and their whānau, from early learning through schooling and tertiary education.
- » Our operational role, delivering services and support nationally, regionally and locally. This includes our regulatory role and some important services that we provide directly to ākonga and whānau, such as specialist learning support, although most of our services are delivered through the education sector workforce and others that work with them.





Te Tiriti o Waitangi | The Treaty of Waitangi

Te Tāhuhu is committed to upholding and honouring te Tiriti | the Treaty and giving expression and practical effect to all articles of te Tiriti | the Treaty with Māori, both as tangata whenua and citizens. This means we will:

- » provide genuine opportunity and space for tino rangatiratanga to be exercised by and for Māori in relation to those matters for which they should have agency and authority
- » support the education sector and others to create educational experiences and outcomes that reflect a meaningful expression of րritetanga
- » exercise kրwanatanga to govern in good faith and actively protect Māori interests as citizens, and those of all citizens.

Ka Hikitia, Ka Hրpaitia (the education system's Māori Education Strategy) and Tau Mai Te Reo (the Māori Language in Education Strategy) set out the goals the education system is seeking to achieve for Māori success in education and Māori language in education. Together, the strategies provide frameworks for giving practical effect to Te Tiriti o Waitangi in ways that respond to what we have heard from whānau, hapū, iwi and Māori over a long period of time.

Ka Hikitia has five outcome domains:

- » **Te Whānau:** Education provision responds to learners within the context of their whānau
- » **Te Tangata:** Māori are free from racism, discrimination and stigma in education
- » **Te Kanorautanga:** Māori are diverse and need to be understood in the context of their diverse aspirations and lived experiences
- » **Te Tuakiritanga:** Identity, language and culture matter for Māori learners
- » **Te Rangatiratanga:** Māori exercise their authority and agency in education.

Tau Mai Te Reo has three outcomes domains:

- » **Mihi mai te reo:** Our education services will support learners to value and acquire and use Māori language words, phrases and other forms (for example, waiata and haka) that are used on a regular basis in New Zealand society
- » **Kōrero mai te reo:** Our education services will provide Māori language to support learners to develop the ability and confidence to talk about a range of things in the Māori language
- » **Tau mai te reo:** Our education services will ensure learners can access Māori Medium education services in order to develop high levels of Māori language proficiency and use.

To give effect to Te Tiriti o Waitangi, we are working to embed Ka Hikitia and Tau Mai Te Reo across everything we do. This includes growing the cultural capabilities, connections and understanding needed to be a good kրwanatanga partner.



Government expectations

The vision for education reflects the overwhelming aspirations of New Zealanders for a more inclusive, equitable, connected and future-focused New Zealand learning system.

“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!”

This vision is progressed through five overarching objectives for the education system, from early learning through schooling to tertiary and life-long learning:

- » **Learners at the centre** — Learners with their whānau are at the centre of education.
- » **Barrier-free access** — Greater education opportunities and outcomes are within reach for every learner.
- » **Quality teaching and leadership** — Quality teaching and leadership makes the difference for ākonga | learners and their whānau.
- » **Future of learning and work** — Learning needs to be relevant to the lives of New Zealanders today and throughout their lives, as we meet the changing opportunities and challenges of the future of work.
- » **World class inclusive public education** — New Zealand needs a world class inclusive public education system that meets the needs of our diverse population, now and in the future.

Te Tāhuhu, and partner agencies in the education system, have a key role to play in giving effect to these objectives and delivering on the priorities for education set out in legislation, in particular the National Education and Learning Priorities (NELP) and Tertiary Education Strategy (TES).

The Government’s immediate priorities have been set out in its Education Work Programme, which Cabinet agreed in 2021. This includes implementing their decisions following the review of Tomorrow’s Schools and the establishment of Te Mahau within Te Tāhuhu o te Mātauranga | the Ministry of Education.

We have a set of high-level performance indicators that help us monitor progress. Given our overall focus on improving equity, when available, information will be broken down to monitor progress for Māori and Pacific learners. In some instances, results can also be broken down further to show results for Māori and English-medium settings. Currently we are not able to disaggregate the measures for disabled learners and we acknowledge we need to find ways to capture this information. We are exploring possibilities to capture information about disabled students in the context of a Student Wellbeing Measures project.

Ongoing changes, both for Te Tāhuhu and the wider education system, will be worked through over the next four or so years, with the timing of many dependent on Budget decisions. Within this context, the aim in the next part of the document is to set out clearly and simply what is expected of us and how we are responding. The new leadership team, Te Ohu Poutoko, have a key role to play in how we do things and in developing our capability to deliver.

Who are we?

Te Tāhuhu o te Mātauranga | The Ministry of Education provide central leadership, advice and services that support the sector, our Ministers and partner agencies.

- » Te Tuarongo (Māori Education) has a focus on lifting our organisation's capability at the kāwanatanga – tino rangatiratanga interface to give practical effect to te Tiriti o Waitangi.
- » Te Puna Ohumahi Mātauranga | Education Workforce is responsible for sector workforce strategy and employment relations, and maintaining a payroll service for the payment of employees of School boards of trustees.
- » Te Puna Hanganga, Matihiko | Infrastructure & Digital is responsible for the development of inclusive, accessible and integrated national, digital and physical infrastructure and transport services to the education system. This includes managing the school property portfolio.
- » Te Puna Kaupapahere | Policy is responsible for whole-of-system, end-to-end policy integration covering early learning, compulsory schooling and tertiary. This includes providing integrated policy advice to Ministers and managing our regulatory stewardship responsibilities.
- » Te Puna Rangatōpū | Corporate is responsible for the delivery of essential statutory and corporate functions that enable the organisation to operate effectively and fulfil its statutory obligations.
- » Te Tari o te Tumu Whakarae mō te Mātauranga | Office of the Secretary for Education supports the Secretary and act as a central point for the ongoing change programme so that further changes align to intent and maintain momentum.

Te Mahau has been set up as a separately branded business unit within Te Tāhuhu to provide greater support to the education sector and others, so they can deliver inclusive education that meets the needs of ākonga and whānau. This provides real opportunities to make a much bigger difference for education and to work more closely with the sector we are here to serve. Te Mahau provides an area of common ground for ākonga to be served and supported by the sector and us.

Three of the five groups within Te Mahau collectively lead the provision of integrated services to the sector and others: Te Mahu | Te Tai Raro (North), Te Tai Whenua (Central) and Te Tai Runga (South). These groups and staff in our regional offices are focused on the learner, their whānau and local community, listening and engaging to provide advice and support to meet local needs. Through their relationships they also help give priority to regional and local voices so that decision-making across the organisation is informed by needs at the frontline.

Te Mahau also includes:

- » Te Poutāhū (Curriculum Centre), providing leadership for the curriculum, which sets the direction for what and how ākonga are taught, and resources to support quality teaching
- » Te Pae Aronui (Operations and Integration), leading the provision of central services to Te Mahau and education organisations. It provides nationally consistent service design, practice guidance and systems to support the frontline's focus on flexible and responsive services.



Our functions

The education system touches every person, whānau and community in New Zealand and is a major contributor to improving our society and economy. We are the lead advisor to the Government on education and the steward of the education system responsible for:

- » advising on the long-term health and performance of the education system
- » working collaboratively with sector partners to deliver equitable and excellent outcomes for all learners
- » providing support to enable sector leaders and the workforce to improve progress and achievement where needed.

We are funded through Vote Education and Vote Tertiary Education to deliver the responsibilities and functions listed below. They enable us to provide advice and services to achieve our purpose and deliver on the vision and objectives and outcomes set out in pages 14 to 25.

The education system touches every person, whānau and community in New Zealand and is a major contributor to improving our society and economy.

Our responsibilities include:

- » providing policy advice, research, monitoring and related services to support Ministerial decision-making from early learning to schooling and tertiary education
- » providing advice and services to improve outcomes for target student groups to achieve more equitable participation and increased engagement within the education system
- » providing advice and services to improve the professional development of the workforce and enhanced learning for ages 0 to 18
- » supporting the effective and efficient governance, management and operation of early learning services, schools and kura
- » supporting informed engagement by families and communities in their children's educational outcomes to improve their ability to support their children's learning
- » providing advice and support to achieve a well-managed, sustainable (socially, environmentally and economically) and equitable school sector property portfolio that delivers quality learning environments.

The wider education system



The education system is complex. It has a number of Crown entities with specific roles and responsibilities, and tertiary institutions, kura | schools and early learning services that have a high degree of autonomy.

The education sector needs to work together to shape the system for better outcomes, with Te Tāhuhu holding a key role across the entire system. The sector includes Te Tāhuhu and seven other sector agencies - the Tertiary Education Commission (TEC), the New Zealand Qualifications Authority (NZQA), the Education Review Office (ERO), Education New Zealand (ENZ), the Teaching Council of Aotearoa New Zealand, Education Payroll Limited (EPL) and Network for Learning (N4L). They collectively design, support, fund, review and enable the education system.

Services are delivered through a number of private, public and community early childhood education providers, schools and tertiary providers within the system, some of whom are Crown entities in their own right.



Early Learning	Primary and Secondary	Tertiary
<ul style="list-style-type: none"> • Around 190,000 children • Around 30,000 kaiako/teachers • Around 4,600 licensed ECE services 	<ul style="list-style-type: none"> • Around 826,000 learners • Over 71,000 kaiako/teachers • Over 2,500 schools 	<ul style="list-style-type: none"> • Over 530,000 learners • Over 200 providers
<p>Early Learning options include learning in Māori, Pacific, Asian, African, and English medium:</p> <ul style="list-style-type: none"> • Kindergarten (licensed) • Kōhanga reo where learning occurs through te reo Māori (licensed) • Playcentres (licensed) • Education & Care Services where learning can be in English, Māori or Pacific languages (licensed) • Home-based Education and Care where learning can be in English, Māori, Pacific, Asian or African languages (licensed) • Hospital-based Education and Care (licensed) • Playgroups (certified) • Puna kōhungahunga where learning occurs through te reo Māori (certified) 	<p>Primary and secondary options include teaching in Māori and English-medium, as well as bi-lingual, dual-medium and Pacific language settings:</p> <ul style="list-style-type: none"> • State schools (Crown entities) • Designated character schools (State schools with special character) • Kura Kaupapa Māori Aho Matua, Kura-a-Iwi and other schools where learning occurs through te reo Māori • Integrated schools (Crown entities with private proprietors) • Independent schools (private entities given some government funding) • Home education (parent-delivered schooling with Ministry approval) • Day specialist schools (Crown entities) 	<p>Tertiary options include:</p> <ul style="list-style-type: none"> • Universities (Crown entities) • Wānanga (Crown entities) • Te Pūkenga (New Zealand Institute of Technology) (Crown entity) • Private Training Establishments (PTEs) • Transitional Industry Training Organisations (ITOs) • Community providers

Achieving equitable and excellent outcomes

Below we explain what success looks like, key areas of work to achieve improved outcomes and how we plan to monitor progress. This includes key pieces of work as part of the Government's Education Work Programme 2021 (EWP21).

Learners at the centre

Learners with their whānau are at the centre of education.

Putting learners at the centre means that ākonga | learners are safe and that they and their whānau are valued and have influence as partners in their education.

What success looks like

To achieve equitable and excellent outcomes for all learners, we need a system where:

- » learners and their whānau | family feel they belong, with their identities, languages and cultures sustained through education
- » all ākonga | learners, particularly underserved groups, are supported by educators, whānau | family, caregivers and communities to have high aspirations to progress and succeed
- » places of learning are safe, inclusive and free from racism, discrimination and bullying.

Focus for the next four years

Our work will be focused on progressing the following pieces of work and implementing the Government decisions that flow from them:

- » implementing Ka Hikitia – Ka Hāpaitia and Tau Mai Te Reo to achieve system shifts in education and support Māori learners and their whānau, hapū and iwi to achieve excellent and equitable outcomes

- » continuing to progress the Early Learning Action Plan 2019-2029 to enable every child to enjoy a good life, learn and thrive in high-quality settings that support their identity, language and culture, and that are valued by whānau | family
- » increasing supports so that all learners and the education workforce can have greater access to help with their mental health and wellbeing
- » promoting safe and accepting school environments so that Rainbow students can learn and thrive
- » refreshing the New Zealand Curricula for schooling so it remains fit for purpose and is clearer about what our tamariki need to learn
- » providing for the Aotearoa New Zealand's histories to be taught in all schools and kura to help ākonga | learners understand there are multiple perspectives on historical and contemporary events
- » assisting in the implementation of the new Code of Practice for the pastoral care of domestic tertiary and international learners and the Disputes Resolution Scheme (DRS), including ensuring the regulatory settings support learners' wellbeing, safety and educational achievement



- » continuing to work with learners (including national and regional associations) to ensure student voice and student-provider partnerships are strengthened, in keeping with the principles of the Code and our aspiration to strengthen relationships with and across the sector.

We are working with other government agencies to deliver the Child and Youth Wellbeing Strategy and the Joint Venture on Family Violence to make New Zealand the best place in the world for children and young people.

How do we measure progress?

Result area	Indicator	Desired trend	Equity results available
Sense of belonging	Sense of belonging at school for 15 year olds	Maintain and improve	✓
Feeling safe	15 year olds who feel safe at school	Maintain and improve	✓
High aspirations	Highest qualifications students expect to gain	Maintain and improve	✓

This is an area where we recognise the need for better information on ākonga | learners and their whānau - their wellbeing, needs and experience of the system - to inform policy and influence change. This includes getting better information for disabled learners.

We are seeking to improve information for student experience of racism, student views of how their voice is heard and interpreted, and whānau and community views on their ability to input into local curriculum. This includes working with other agencies to access and share information, in particular new work being done by ERO and a new survey of young people being led by the Ministry of Social Development. As well we are working with the NZQA on the monitoring of the Codes of Practice for pastoral care of tertiary students.

We are committed to putting learners at the centre and working with agencies across government to improve the wellbeing of our young people.

Barrier-free access

Greater education opportunities and outcomes are within reach for every learner.

Barrier-free access means that all ākonga | learners can participate in the education pathways that meet their needs and are engaged in progressing and achieving in their learning journeys.

What success looks like

The education system needs to be responsive to individual needs so that ākonga | learners:

- » have equitable access to education and services so they can achieve equitable outcomes
- » receive the adaptable, flexible supports they need to learn and thrive at their own pace
- » gain the sound foundation skills they need for life-long success.

Focus for the next four years

The key to creating an accessible education system is helping students participate so they can progress in their learning and achievement. This is a shared responsibility, and we are working with education providers and regions to address the reasons that can prevent learners from participating in their education by:

- » implementing an action plan to improve student attendance and engagement to address declining student attendance
- » delivering initiatives to tackle barriers to educational success, including:
 - › expanding the Ka Ora, Ka Ako | Healthy School Lunch programme to relieve food insecurity and improve educational outcomes for students
 - › implementing an Equity Index for schools and early learning services so we can better address the impacts of socio-economic disadvantage on learners' outcomes
 - › improving digital access to help reduce the digital divide in schools by providing devices and internet connections for children and young people

- › providing free period products in schools and kura to improve wellbeing, reduce financial strain on families and whānau, and promote positive gender norms while reducing period stigmatisation
- » implementing the Learning Support Action Plan 2019-2025 to shift towards an inclusive education system where children and young people with learning support needs and disabilities are welcome and where their achievement, progress, wellbeing and participation are valued and supported
- » strengthening the Māori-medium education pathway to ensure that in the future, the education system is more responsive to meeting the needs and aspirations of ākonga Māori | Māori learners and their whānau
- » implementing the Action Plan for Pacific Education 2020-2030 to drive change in and across the education system so that diverse Pacific learners and their families feel safe, valued and equipped to achieve their education aspirations.
- » developing a te reo matatini and Pāngarau strategy and literacy strategy and a mathematics, including numeracy, strategy that meets the unique needs of Māori-medium and English-medium education to support learners to develop the foundation skills they need
- » developing the learner component of the unified funding system, as part of the Reform of Vocational Education, to incentivise and fund providers to support the unique needs of all their learners, particularly those who have traditionally been underserved by the vocational education system
- » working with the vocational and disability sectors to develop funding for vocational education providers to deliver individualised support for disabled learners whose needs require particularly high investments from providers



- » delivering initiatives to remove barriers to education by:
 - › adding new capacity to the school property network as per the National Education Growth Plan
 - › improving the condition and internal environments of the existing school property network through a pipeline of significant capital investment
 - › providing school transport to those ākonga for whom distance, mobility or specific learning needs are a barrier to education
- › reducing the burden on schools by delivering a managed, safe and secure ICT network, laptop leasing and software licensing programmes, and working with the Government’s Chief Digital Officer to improve digital inclusion for learners and their families
- » designing foundation tertiary education to improve pathways for learners into work and/or further study.

How do we measure progress?

Result area	Indicator	Desired trend	Equity results available*
Participation in early learning	Percentage of children attending early learning services for 10 or more hours a week on average at ages 3 and 4	Maintain or improve	✓
Participation in primary and secondary education	Percentage of students attending school regularly	Maintain or improve	✓
Achievement against the curriculum (foundation skills)	Achievement against the curriculum of year 4 and 8 students	Maintain or improve	✓
Participation in tertiary education	Percentage of tertiary students completing most of their courses	Maintain or improve	✓

* In some instance information may also be available for English and Māori medium.

We recognise the need to use system information about needs, progress, achievement and qualifications to understand the skills, knowledge, and competencies ākonga | learners are gaining. This information needs to be at a level that helps us know if we are serving all learners, including Māori succeeding as Māori and disabled learners. We acknowledge there are information gaps, which we will be seeking to address, to help measure:

- » progress through primary, intermediate and lower secondary years
- » the extent to which ākonga | learners experience barriers to accessing education.

The work underway reviewing curricula, progress and achievement will explore how to assess the success of schools and kura in implementing the national curriculum. In the interim, Te Tāhuhu will continue to use a combination of ERO reports, school and kura annual reports, and the National Monitoring Study of Student Achievement (NMSSA) to understand curriculum implementation. The work on He Kawa Matakura and Tau Mai Te Reo should also help identify potential Māori outcomes and associated indicators.

Quality teaching and leadership

Quality teaching and leadership makes the difference for ākonga | learners and their whānau.

Quality teaching and leadership means that all ākonga | learners are achieving excellent learning outcomes, supported by a diverse, well-qualified and valued education workforce.

What success looks like

Evidence shows that quality teaching and leadership is the strongest in-school influence on children and young people's learning. We need an education system where teaching staff and leaders are:

- » well qualified and engage in continual professional learning and development (PLD) to support all ākonga | learners to achieve excellent learning outcomes
- » empowered to design rich, culturally competent and responsive programmes of learning that meaningfully incorporate mātauranga Māori and Pacific knowledge and extend learners' interests, capabilities and participation
- » valued and respected for the support they provide learners, their professional expertise and the strong, trusted relationships they build with others in the system.

Focus for the next four years

To help the education workforce and leadership make a difference for learners and their whānau we are focused on the following areas work:

- » Te Poutāhū (Curriculum Centre) will set the direction for what and how ākonga are taught in our education system with regionally-based Curriculum Leads to help develop and deliver quality local curricula and marau ā-kura
- » attracting and developing a strong, culturally competent education workforce that is capable, supported, valued and connected, including strengthening Initial Teacher Education and introducing qualification requirements for home-based educators
- » focusing on pay parity as part of delivering on the Early Learning Action Plan 2019-2029, promoting more consistent and improved teacher salaries in the early learning sector
- » incorporating te reo and tikanga Māori into places of learning
- » longer term, developing an independent mechanism for raising and resolving complaints, which is supported by strong restorative practices
- » incentivising and supporting Tertiary Education Organisations to develop and strengthen teaching capability and excellence.



How do we measure progress?

Result area	Indicator	Desired trend	Equity results available
Achievement against the curriculum	Achievement against the curriculum of year 4 and 8 students	Maintain or improve	✓
Tertiary completion	Tertiary qualification completion rates	Maintain or improve	✓
Support from teachers for learners	Student view of support they receive from teachers	Maintain or improve	✓
Inclusive practices	Teacher view on their practices in the classroom around inclusion	Maintain or improve	
Diversity of workforce	Ethnic breakdown of early learning, schooling and tertiary teachers	Maintain or improve	✓
Workforce learning and development	Teachers reporting their PLD had a positive impact on their teaching	Maintain or improve	

For schooling, we will continue to 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 acknowledge there are information gaps to measuring student views on the inclusiveness of teaching and experiencing their culture, languages and identities, and incorporating te reo Māori into the everyday life of places of learning. We will be seeking to progressively address this.

The work underway to develop an education workforce strategy will explore potential indicators once the intended outcomes and goals for the

strategy have been agreed. In the interim, Te Tāhuhu will continue to analyse available information such as OECD TALIS results for school teachers and principals, giving insights on education levels, experience, professional learning and development and use of formal appraisals.

We are working with the NZQA on using the results from the External Evaluation and Review reports to understand quality within the tertiary education system.

Future of learning and work

Learning needs to be relevant to the lives of New Zealanders today and throughout their lives, as we meet the changing opportunities and challenges of the future of work.

This means that learning is relevant and future-focused on ākonga | learners aspirations - their contribution to their diverse communities, their workplaces, and as citizens of New Zealand and the world.

What success looks like

New Zealand needs an education system that enables its people to be successful throughout their life, so that:

- » learners have the relevant skills, knowledge and pathways to transition to and thrive in higher learning
- » the education system delivers the skills and capabilities that learners, employers and communities value
- » learning is a life-long journey so learners can successfully participate in te ao Māori, New Zealand and the wider world
- » international education provides high-quality education outcomes and strengthens New Zealand's global partnerships.

We have listened to the sector and are working closely with our partners to strengthen the tertiary education system.

Focus for the next four years

Learning is a life-long journey that continues throughout an ākonga | learner pathway, from compulsory learning through higher education and into employment. We have listened to the sector and are working closely with our partners to strengthen the tertiary education system so that all learners can build the skills they need to reach their full potential by:

- » implementing the NCEA Change Programme to prepare students for further education and work
- » expanding the Creatives in Schools programme to share creative learning experiences that enhance students' wellbeing, improve their core competencies in communication, collaboration and creative thinking, and inspire their awareness of careers in the arts and creative sectors
- » continuing to support and monitor the reform of the vocational education system to ensure a strong, unified, sustainable system that is fit for the future of work and delivers the skills that learners, employers and communities need to thrive.
- » reviewing the tertiary education funding system, including for degrees, to introduce a stronger focus on work-integrated learning across a broader range of disciplines
- » strengthening the youth transitions system by making it stronger and more cohesive, particularly for those young people at risk of falling through the cracks
- » modernising careers advice in schools to build the capability of careers staff in schools
- » working with the TEC to implement changes to the Performance-Based Research Fund for the 2025 Quality Evaluation, to promote a stronger, fairer, more diverse tertiary education system that helps us grow and share New Zealand's research with our communities, with improved recognition of the contributions of Māori and Pacific researchers and research.



How do we measure progress?

Result area	Indicator	Desired trend	Equity results available*
Senior secondary attainment	Proportion of school leavers with NCEA Level 2 or equivalent qualifications	Maintain or improve	✓
Tertiary destinations for school leavers	Proportion of school leavers enrolled in Level 3 or higher education and training within 3 years of leaving school	Maintain or improve	✓
All New Zealanders can access the tertiary education and training they need	First-time participation rate in Level 3 to 7 education and training Participation rate in vocational education and training	Maintain or improve	✓
Adult competencies to participate in society	Proportion of 25 to 64 year olds with no formal qualification	Reduce	✓

* In some instance information may also be available for English and Māori medium.

We acknowledge there are information gaps which we will be seeking to address:

- » information and support given to ākonga about pathways
- » the connection of learning to community and work
- » engagement of industries and employers with education.

World class inclusive public education

New Zealand needs a world class inclusive public education system that meets the needs of our diverse population, now and in the future.

Having a world class inclusive education system means that the system gives practical effect to Te Tiriti o Waitangi, is trusted by ākonga | learners and their whānau and delivers consistent, efficient, integrated services and good business practices to keep the education system running safely.

What success looks like

Te Tāhuhu o te Mātauranga works with and across the education sector to set the direction for the education system and oversees the delivery of education programmes and services so that:

- » Māori can exercise their authority and agency in the provision and growth of kaupapa Māori and Māori-medium education pathways
- » the education system is well governed and managed, including having a cohesive legal and policy framework, directing financial resources to where they are needed and meeting accountability requirements
- » the education system is planned and coherent, with high-quality data and information sharing systems that support performance improvement
- » early learning services are part of a managed network of services, and parents, particularly low-income parents, have continued access to affordable early learning that enables participation in the labour market
- » schools are quality learning environments and are part of a well-managed and sustainable portfolio over the long term
- » New Zealand's education system is internationally competitive
- » Tertiary Education Organisations contribute to research and mātauranga Māori in addressing local and global challenges.

Focus for the next four years

The strength of our world class inclusive education system depends on how we work and on our close relationships with our national partners, government and education agencies, the education sector and our community. Key areas we are seeking to progress include:

- » establishing new early learning and schooling support functions, through Te Mahau, with aligned decision rights and a strong local presence, working towards providing more responsive, accessible and integrated support. This includes delivering the new network management function for early learning
- » working in conjunction with an independent Māori Education Oversight Group, we will partner with Māori across Aotearoa to develop the detail of a long-term work programme that:
 - › builds a better system to support Māori-medium and kaupapa Māori education for students, kaiako and whanau
 - › supports education objectives of ākonga Māori, tamariki and rangatahi to be able to learn in a system where they can feel safe and confident in themselves and connected to their learning environments
 - › aims for a target of 30 percent of Māori learners participating in Māori-medium and kaupapa Māori schools and early learning services by 2040 and to grow the kaupapa Māori workforce in tertiary education
- » taking practical action to give effect to Te Tiriti o Waitangi to create space for Māori to exercise rangatiratanga and support our kāwanatanga responsibility, including though addressing issues raised in Treaty claims and strengthening relationships with iwi and hapū



- » supporting the advancement of Māori-led and mātauranga informed solutions through partnering with the wānanga sector to support its growth and development, and incorporating advice from Te Taumata Aronui into our policy work programme. This includes developing reform proposals for Wānanga legislative settings, governance, mātauranga Māori leadership, funding and quality assurance principles
- » progressing the International Education Strategy and the International Education Recovery Plan to stabilise and support the international education sector to become more diversified, high-value and resilient
- » delivering a strategic programme of investment in school property so that by 2030 all schools have quality learning environments that are meeting standards for their condition, fitness for purpose and operational efficiency
- » rebalancing local and national responsibilities for school property and network provision to ensure school boards and principals can focus on their core roles of providing education
- » reporting on progress towards the NELP and TES priorities across the education system
- » sharing information about learners safely and securely as learners move through their education to support learning, achievement and wellbeing.

How do we measure progress?

Result area	Indicator	Desired trend	Equity results available
International assessment of the education system	Mathematics, reading and writing ability of 15 year olds	Maintain or improve	✓
Condition of the school property portfolio	Percentage of State school buildings with a maintenance index of '3' or better as an indicator of relative maintenance requirements	Maintain or improve	
Ministerial satisfaction	Satisfaction rating given by the Minister of Education with the overall performance of the organisation	Maintain or improve	

We acknowledge there are information gaps, which we will be seeking to address, for Māori succeeding as Māori - to capture iwi and hapū views on how their voice is incorporated into education and the quality of the relationships.

Building our capability for the future

We are building our capability and aligning our resources to help shape an education system that delivers equitable and excellent outcomes.

What success looks like

Making shifts to how we work

To improve what we do and the impact we have, we aim to make four major shifts:

ngā tū mahi hei whakamana i te Tiriti o Waitangi	<i>take practical action to give effect to te Tiriti o Waitangi</i>
mātua ko te reo o te rohe me te haukāinga	<i>give priority to regional and local voices</i>
te whai kia kaha ake te uruparenga, te whai wāhitanga, me te tautoko tōpū	<i>deliver more responsive, accessible and integrated services and support</i>
te whai kia pai ake te tukanga whakahoki kōrero, tuku kōrero hoki	<i>improve our feedback loops and information flows (within and across our organisation).</i>

While building and maintaining our core capabilities

We will continue to build our capability so that:

- » we have a clear sense of purpose and strategic direction, with leaders in the organisation embracing the future and supporting staff to realise the opportunities
- » we are an employer of choice and a great place to work with engaged staff who reflect, understand and value the diversity of the communities we work within and serve
- » we have the capability, systems and processes to manage our resources and maximise our contribution to desired outcomes and objectives

- » data is a key asset, and we have the people, processes and technology to support evidence-based decision-making and continuous improvement.

What work are we planning to improve our capability?

We have several pieces of work already underway, and others will be developed to support the shift in focus associated with the recent organisational change:

- » establishing Te Mahau within Te Tāhuhu, including;
 - » developing and Implementing a programme of work across the new organisational structure to support new ways of working and to promote, model and hold ourselves to account for the desired behaviours
 - » continuing to develop the detailed operating model for Te Mahau, as the demanding customer of the enabling functions inside Te Tāhuhu, so that we become more locally responsive, accessible and integrated
 - » seeking opportunities to move resources and capabilities to the frontline as these become available and funding allows
- » embedding understanding and respect for Te Tiriti o Waitangi and tangata whenuatanga, prioritising the development of cultural competence, and addressing bias through an organisation-wide programme, Te Ara Whiti
- » continuing to embed our People Strategy to ensure our workforce reflects, understands and values the diversity of the communities we work within and serve
- » learning and building our capability to manage change and respond in an agile and effective way to external events like COVID-19



- » improving our strategic planning and financial management framework to ensure resources are invested optimally towards our strategic objective and sustainable operation
- » building essential corporate services and systems to support optimum levels of autonomy and accountability
- » delivering on government expectations of the public sector, including the Carbon Neutral Government Programme and other similar initiatives.

We have several pieces of work already underway, and others will be developed to support the shift in focus.

How do we measure progress?

Result area	Indicator	Desired trend	Equity results available
Trust	Public Service Reputation Index	Maintain or improve	
Staff engagement	Staff engagement survey results	Maintain or improve	✓
Diversity and inclusion	Progress on the organisation's diversity and inclusion measures	Maintain or improve	✓
Sound financial governance	Maintain and improve monitoring agency assessment of financial governance	Maintain or improve	
Carbon neutrality	Progress towards agreed targets	Maintain or improve	

Monitoring organisational performance

Organisational performance will be measured over multiple years and requires input from multiple players – we cannot achieve this on our own. Where feasible, data will be available to enable us to monitor progress on equity as illustrated in the tables on pages 15 to 25. This includes providing results for Māori and Pacific learners, and where possible, broken down for Māori and English-medium settings. We also recognise the need to be able to disaggregate measures for disabled learners and find ways to capture this information. In several instances, identifying improved performance indicators is dependent on progressing the Education Work Programme and addressing known information gaps.

In addition, we:

- » contribute to wider performance information across the public sector, in particular the Government's child poverty, wellbeing targets, the Treasury's Living Standards Framework, and Indicators Aotearoa New Zealand developed by Statistics New Zealand
- » provide a comprehensive set of performance measures across all Te Tāhuhu activity in the Information Supporting the Estimates of Appropriations and the Supplementary Estimates
- » continue to improve our performance information and provide ongoing data collection and analysis, research and evaluation to inform our policy advice and service delivery.

Our Annual Reports to Parliament will include reporting against this Statement of Intent and annual financial and non-financial performance information in the Estimates of Appropriations.

Managing risk

Te Tāhuhu's risk philosophy is focused towards *using risk insights to enable success for equitable and excellent outcomes*. As a high-profile agency in a high-profile sector, having a strong risk culture (and therefore capability) where risk is acknowledged, discussed, shared and managed allows us to be responsive to risk and enables the organisation to use these insights to harness opportunities and build success.

Our enterprise risk management approach considers a structured and disciplined approach to risk management practices so that risk information is used as part of decision-making at all levels of Te Tāhuhu (from the leadership team, through business groups and into functions, programmes and projects), which enables an integrated and joined-up approach to managing risk across Te Tāhuhu. Our risk management approach is based on the best practice Australia/New Zealand Risk Management Standard (AS/NZ ISO 31000:2018).

Te Tāhuhu's governance structures provide a strategic lens across our risk landscape and provide crucial decision-making roles to ensure the alignment of risk and investment decisions with our strategic objectives. In particular:

- » Te Ohu Poutoko | Leadership Team has ownership and overall responsibility and accountability for our enterprise risks, including oversight of the enterprise risk management system
- » the Risk and Assurance Board is an independent board providing the Te Tumu Whakarae mō te Mātauranga | Secretary for Education with independent advice on strategic risk management and monitoring, organisational performance, assurance and compliance matters.

I am in charge of how smart I am because

I can **GROW** my **BRAIN**

like a muscle by learning hard things.

I can achieve

ANYTHING

with **EFFORT** and

RIGHT **DECISIONS.**

And I can take, because

it's not easy because

I can take, because

I can take, because



**He mea tārai e mātou
te mātauranga kia rangatira ai,
kia mana taurite ai ōna huanga.**

We shape an education system
that delivers equitable and
excellent outcomes.



TE TĀHUHU O TE MĀTAURANGA
MINISTRY OF EDUCATION

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