

Submission | Submission for the Consultation on Updating the Education Act 1989

14 December 2015

Education Act Update
Ministry of Education
PO Box 1666
Wellington 6140
New Zealand

To whom it may concern,

Please accept the following letter and attachments as the McGuinness Institute's submission for the consultation on the Update of the Education Act 1989.

I would appreciate the opportunity to be heard in support of this submission. Please note there are two further workshop booklets which are in progress. These are from the Civics and Media Project workshop and the *TacklingPovertyNZ* workshop. We will post these to you in the New Year.

Kind regards,



Wendy McGuinness
Chief Executive
McGuinness Institute

Attachments:

- Attachment 1: *StrategyNZ: Mapping Our Future* (March 2011)
- Attachment 2: *LivingStandardsNZ: 2013 Youth Living Standards Framework for New Zealand* (December 2013)
- Attachment 3: *EmpowerNZ: A Draft Constitution for the 21st Century* (August 2012)
- Attachment 4: *LongTermNZ: Youth Statement on New Zealand's Long-term Fiscal Position* (December 2012)
- Attachment 5: *LocalNZ: A Youth Statement on Regional Goals* (November 2014)
- Attachment 6: Excerpt from *TacklingPovertyNZ Workshop Booklet: Five Myths about Poverty in New Zealand* (Draft as at December 2015)
- Attachment 7: Excerpt from *TacklingPovertyNZ Workshop Booklet: Education page* (Draft as at December 2015)
- Attachment 8: Excerpt from *Educating New Zealand* by A. E. Campbell (1941)
- Attachment 9: *Working Paper 2013/03: Exploring Talent* (2013)
- Attachment 10: *The TalentNZ Menu of Initiatives* (June 2014)
- Attachment 11: *Think Piece 23: The Future of Talent: Reflections from the World Future Society Conference* (December 2015)
- Attachment 12: *Think Piece 21: Strategy Stewardship Matters: Utilising the Government Department Strategies Index* (April 2015)

Overview

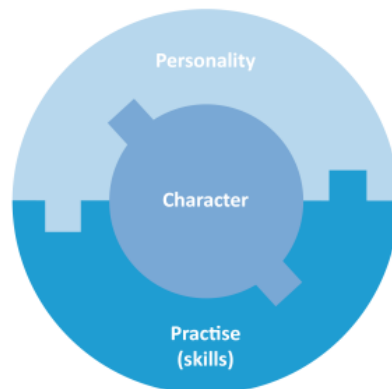
Our greatest vice has been the tendency to mechanise and externalise the educational process, to sacrifice the imponderables of spirit and personality to lesser things.

—A. E. Campbell, *Educating New Zealand*

The above was written in a 1941 survey of New Zealand’s education system. Campbell also remarked that ‘the root of the trouble has been that the demand for an open road for talents has not been linked in the public mind with any clear and compelling idea of the civilising function of education’.¹

This submission contends that, in some respects, our education system has not made the progress that might have been expected over the past 70 years. We have not established a system that grows the talents of every individual to their full potential, because education in New Zealand has continued its narrow focus on the aspects of learning that are easiest to measure.

We believe that the overarching goal of the New Zealand Education system should be *to grow talent in order to ensure New Zealanders have an accurate understanding of the world they live in, and the ability and skills to bring about change*. Our research and thinking has indicated that talent can be loosely described as comprising three elements: character, personality and skills. The distinction between character and personality is often murky. It is possibly best understood by seeing personality as remaining constant over time and character as something we need to work at all day, every day. Most importantly, in terms of growing talent, we believe that character is key.²



We agree with the Minister and the taskforce that the Education Act should be redrafted to be an ‘outcomes focused, student centred, and usable piece of legislation with a clear purpose.’ The Act as it stands does not focus on the purpose of the education system, nor does it clearly articulate the respective roles and responsibilities of all the key stakeholders. However, we would go further.

¹ Campbell A.E (1941). *Educating New Zealand*, p. 182-184. Wellington. Department of Internal Affairs. You can see the concluding chapter of *Educating New Zealand* in Attachment 8.

² A more detailed explanation is available in attachments 9 and 10, which contain *Working Paper 2013/03: Exploring Talent* and the *TalentNZ Menu of Initiatives* respectively.

The Education Act should reflect the world today and what we know about the world tomorrow, rather than the world of yesterday. While people are the most abundant resource on the planet, they are also the least utilised. Countries that grow, attract, retain and connect talent will be the most robust and dynamic communities going forward. Further, talent attracts talent, which means we need to work hard to ensure we create a place where talent wants to live. This means not just raising robust and happy families but creating places and spaces to relax, and opportunities to connect and share knowledge. Education is no longer something that can be seen as separate from economic growth and the environment – rather, education is the oxygen that keeps society alive and moving forward. This is the point Sir Paul Callaghan raised in his 20-minute speech at the *StrategyNZ* workshop in 2011.³

In this same speech, Sir Paul talked a great deal about the importance of discovering talents and building teams. Education is no longer about an individual's pursuit of knowledge; it is also about an individual learning to be inquiring, creative and able to work together to achieve shared goals. In the last chapter of his book *Luminous Moments*, Sir Paul outlines four observations he has made about life:

Never worry about the things you are no good at. Discover what you are good at and do that, and do it with commitment. But always respect those whose talents are different from your own.

See the opportunities in new directions. If you do not change direction, you may end up where you are heading.

Never under-estimate the capacity of those younger than you to surprise you with their talent. Learn from them, and always revel in the opportunity to combine talents to build a team.

To live each day as though it were our last and, at the same time, to live as though we will live forever.

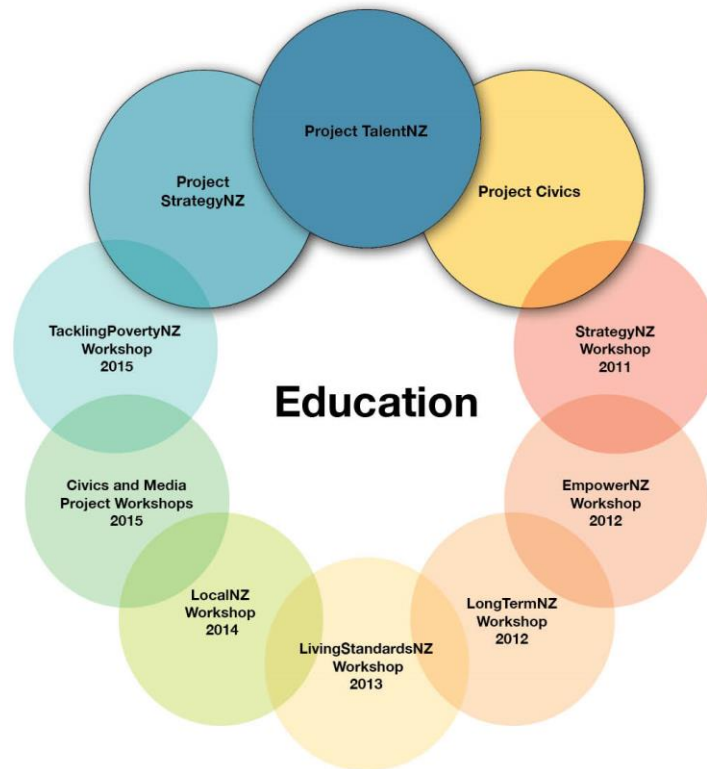
The substantive material contained in this submission aims to answer the first question in the public discussion paper: What should the goals of education be?

1.0 Introduction to our work

The Institute has carried out many pieces of work that contribute to our understanding of how to grow talent. This work began in 2011 with Sir Paul Callaghan's vision of creating a place where talent wants to live. Since then, the Institute has carried out a number of projects and workshops which relate to growing talent in order to understand what is involved in building a talent-based economy in New Zealand.

As illustrated in the diagram overleaf, many of the projects and workshops relate directly to education. Learn more about these projects and workshops in Appendices 1 and 2.

³ Sir Paul Callaghan's video can be viewed at <https://www.youtube.com/watch?v=OhCAyIlnXY>. It now has over 46,000 views.



2.0 Observations about the current legislation and system

Our general observations about the 1989 Education Act are as follows:

- It is a rule-based Act. It does not contain an overarching purpose, nor does it establish a set of principles or goals. These deficiencies are noted in the Public Discussion paper.
- It sets out the responsibilities of parents and boards, but does not set out the responsibilities of teachers or students.
- It does not align rights and responsibilities. It does not set out the rights of parents or students.
- Ultimately, it is a narrow and disjointed piece of legislation.

We therefore agree with the Minister of Education that this legislation is in need of a review. In our view, the Act requires a significant rewrite and the addition of a strategic overview. Below we explain the background to each of our 17 recommendations followed by the specific recommendations themselves, in blue.

A: Why is a focus on talent critical?

The Institute has undertaken a number of projects that have led us to believe that the overarching goal for New Zealand should be to create ‘a place where talent wants to live’. This is based on the late Sir Paul Callaghan’s [2011 vision for New Zealand](#). We explored what this vision would mean in practice by interviewing 30 New Zealanders, and the results are published in the [2013 TalentNZ Journal](#). We concluded that creating a talent-based economy requires New

Zealand to work on the four core components of the talent ecosystem: to *grow, attract, retain* and *connect* talent.

Based on this approach, the overarching purpose (which we would term a goal) for New Zealand's primary and secondary education systems should be *to grow talent in order to ensure New Zealanders have an accurate understanding of the world they live in, and the ability and skills to bring about change*. This thinking and terminology is derived from the *TalentNZ* project and the outcome of the *CivicsandMediaNZ* project.⁴

Recommendation 1: That the overarching goal of the Education System should be *to grow talent in order to ensure New Zealanders have an accurate understanding of the world they live in, and the ability and skills to bring about change*.

This overarching goal would replace the current 10 Educational Goals. It would be reinforced by a set of principles set out in the legislation, and would be measured by the achievement of the key competencies that are currently articulated in the New Zealand Curriculum.

The distinction between values and principles is currently not clear in the education system, but we like Stephen Covey's distinction – values are internal and subjective and may change over time while principles are rules or laws that are permanent, unchanging and universal in nature.⁵ The principles work together with the overarching goal above to shape the overall mission of the education system. Together they drive the more specific goals and values.

We therefore consider the following to be the principles that should drive the behaviour of all stakeholders in the education system (what some might call the moral compass):

1. Fairness

A focus on fairness is more likely to deliver equality overall. In contrast, a focus on equality would make the system strive to be equal for all (pushing people into a so called consensus view of what success is), which means we try and get everyone through the same gate rather than helping individuals to achieve their personal goals and objectives. See the living standards metaphor on pages 5 and 6 of Attachment 2 and page 1 of Attachment 3, where they promote the need for fairness, equality and accessibility.

2. Choice

The system should aim to provide choices in education over time so there is a clear understanding for students and teachers when and where those options exist. For example, sign posts exist and are seen. See the OAR metaphor on page 9 of Attachment 5. Here participants talk about opportunity in terms of taking control and steering their life in the direction they want to follow.

⁴ See the Civics and Media Project website: www.civicsandmediaprojectnz.org

⁵ Stephen Richards Covey was an American educator, author, businessman, and keynote speaker. His most popular book was *The Seven Habits of Highly Effective People*.

3. Community
The old adage that it takes a village to raise a child sets the context for education. Parents may be first teachers but parents also need support or if they are not available, there needs to be other people who are able to step in. Workshop participants have always emphasised the need to embrace diversity and that one size does not fit all. See ‘Embrace Diversity’ on page 6 of Attachment 5 and the upcoming *TacklingPoverty*NZ booklet.
4. Kaitiakitanga (Stewardship)
Taking a long term view, taking action for people you will never meet and looking after our mokopuna. See the mokopuna clause on page 8 of Attachment 5 and the preamble on page 1 of Attachment 3.
5. Curiosity, Creativity and Foresight
Seeing the opportunities in new directions, being open to new ways of doing things and thinking and acting as though we will live forever (i.e. sustainable development). Sir Paul Callaghan always promoted the benefits of an open and flexible approach to learning.
6. Empathy and Respect
Appreciating different perspectives and respecting those talents that are not our own. The EmpowerNZ participants (see page 1 of Attachment 3) promoted the importance of mana, tolerance and dignity.
7. Trust, Transparency and Honesty
That school boards and kura are transparent and honest about the issues facing the school community and the wider community in which it operates. See page 1 of Attachment 3, where they promote the need for accountability and transparency.

Recommendation 2: That the principles driving the education system should include fairness; choice; community; Kaitiakitanga; curiosity, inquiry and foresight; empathy and respect; and trust, transparency and honesty.

Recommendation 3: That a clear distinction is drawn between values and principles in the legislation and the education system as a whole. We consider that they are currently unnecessarily confusing and repetitive.

Recommendation 4: That the legislation, the vision, the principles, the values, the National Education Goals (NEG), the New Zealand Curriculum and all learning areas should be aligned, have clarity and not contain repetitive content, with the legislation setting out the purpose (the overarching goal) and the principles.

Recommendation 5: That the New Zealand Curriculum should be referenced in the legislation, and the process by which it is reviewed as well as the frequency of this review process should be included (e.g. every five years). Currently the Curriculum is only mentioned in the early childhood section of the Act.

B: What is wrong with the current National Educational Goals?

There are currently ten National Educational Goals as established in 2004:

NEG 1

*The highest standards of achievement, through programmes which enable all students to realise **their full potential as individuals, and to develop the values needed to become full members of New Zealand's society.***

NEG 2

***Equality of educational opportunity** for all New Zealanders, by identifying and removing barriers to achievement.*

NEG 3

*Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in **the modern, ever-changing world.***

NEG 4

*A sound foundation in the early years for future learning and achievement through programmes which include support for **parents in their vital role as their children's first teachers.***

NEG 5

*A broad education through a **balanced curriculum** covering essential learning areas. Priority should be given to the development of high levels of competence (knowledge and skills) in **literacy and numeracy, science and technology and physical activity.***

NEG 6

*Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes **to meet individual needs.***

NEG 7

*Success in their learning for those with **special needs** by ensuring that they are identified and receive appropriate support.*

NEG 8

*Access for students to a nationally and internationally recognised qualifications system to encourage **a high level of participation in post-school education** in New Zealand.*

NEG 9

*Increased participation and success by Māori through **the advancement of Māori education initiatives**, including education in Te Reo Māori, consistent with the principles of the Treaty of Waitangi.*

NEG 10

Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgment of the unique place of Māori, and New Zealand's role in the Pacific and as a member of the international community of nations.

Our general observations about these 2004 goals are as follows:

- There are too many goals – these ten high-level goals describe aspects of the system instead of providing a direction to drive behaviour and shape decision making.
- NEG 1 sets out the role of education in terms of realising individual student potential and in contributing to society as a whole. These two goals should be made clear in the legislation.
- NEG 2 is about equality in terms of access to education, which could be expressed as a principle rather than a goal.
- NEG 3 and 8 are about competing nationally and globally over time – standardising the education system.
- NEG 4 recognises parents as teachers.
- NEG 5 is about what is important in the curriculum (which is excluded from this discussion, but which we consider highly relevant).
- A number of high-level goals may have been necessary when building capability but may no longer be needed (e.g. NEG 7 and NEG 9).
- NEG 9 and 10 are cultural goals that also relate to NEG 2.
- A number of high-level goals are, in reality, the means rather than the ends (e.g. NEG 4, NEG 5, NEG 6).
- The importance of NEG 10 is arguably reduced by its placement at the bottom (in reality it contains three important sub-goals).

The existing set of ten goals lacks clarity and has significant room for improvement. However, we would like to acknowledge the integrity of the principles upheld by the current goals, such as inclusiveness, equality, transparency, respect and diversity.

C: How are we going to grow talent in young New Zealanders between the ages of 0 and 18?

Over the last five years the Institute has hosted a number of workshops, attended a number of international conferences and undertaken a significant amount of research. Given this background, we believe the direction we should be heading in with regard to education is quite clear.

If, as we suggest, the overarching goal of the education system is *to grow talent in order to ensure New Zealanders have an accurate understanding of the world they live in, and the ability and skills to bring about*

change, we would advise that both individual and societal aspects are taken into consideration when implementing the overarching goal. We suggest that these are two important sub-goals.

Sub-goal one: Grow talent by building character, understanding personality and learning skills

Character

- Develop each student's character by teaching ethics, philosophy and classical literature. Teach them about themselves and how to identify the character in others.
- Enable students to manage conflict and tension.
- Explain the difference between personality (the way you naturally operate, such as quiet or outgoing) and character (what you have to work at all day, every day).

Personality

- Developing an understanding of personality.
- Developing an understanding of how to work in teams and to be tolerant.

Skills

- Teach the hard skills: STEAM (science, technology, engineering, art and maths). Note the addition of art to STEM.
- Teach the soft skills: creativity, foresight, infographics, coding, inquiry, communication, design, research, business skills and how to be perceptive and discerning.
- Be exposed to a range of athletic activities and learn how to keep fit, healthy and resilient.

Supporting individuals to learn - the role of Parents, Boards, Teachers, Career Advisors and Councils

- Keep students safe.
- Promote a road map of choices from 0 to 18 years for everyone engaged in the education system.
- Embrace and teach in a diverse range of learning styles. For example, doing (e.g. field trips, cooking, experiments), watching (e.g. visual media, reading), writing (e.g. reports, correspondence).
- Create and reward the best teachers.
- Give feedback to the education system around what is working and what is not.
- Be able to remove ineffective teachers.
- Ensure decile one and two schools get the best teachers (e.g. through TeachFirst NZ).
- Promote and ensure the accessibility of role models and mentors.
- Ensure that career advisors are not only up to date but also that they have foresight capability. They should be reviewed annually.

Sub-goal two: Grow a talent-based community so that New Zealanders have an accurate understanding of the world they live in, and the ability and skills to bring about change.

Land, Ocean and People

- Teach New Zealand history and geography.
- Teach iwi history and geography, treaty settlements and iwi governance.
- Teach Māori, Pasifika and Asian stories, myths, languages and cultural values (these are the future cultures shaping New Zealand).

Government and Representation

- Teach how to be a functioning member of society.
- Teach our constitutional history (in particular the role of the cabinet manual).
- Teach how our government works and why voting is important (local, regional and national government).
- Teach how to pay taxes, budget, buy a house, and borrow money.
- Teach how to know which social services are available.
- Teach how to make complaints when services are inappropriate.
- Teach how to register to become part of an iwi.
- Give an overview of the treaties we have with other countries.

A wider and deeper perspective

- Explain rights and responsibilities (and how they work together).
- Ensure that students complete a certain number of social service hours per year (from 5 to 20 hours depending on age).
- Teach a wide range of international religions, cultures, history and geography.

Recommendation 6: That the overarching goal should then be broken down into two sub goals:

(1) Grow talent by building character, understanding personality and learning skills

(2) Grow a talent-based community so that New Zealanders have an accurate understanding of the world they live in, and the ability and skills to bring about change.

These two sub-goals should be included in the legislation.

3.0 Recommendations from the TacklingPovertyNZ workshop

TacklingPovertyNZ saw 36 New Zealanders between the ages of 18 and 25 come together in Wellington to articulate a youth perspective on the issue of poverty in New Zealand and how we might, as a country, go about tackling it. The workshop ran from Sunday 6 December to Wednesday 9 December 2015 with a finale presentation held at Parliament. One of the themes the group discussed was education; their recommendations are included below.

3.1 We suggest having voluntary bonding for trainee teachers – these teachers would work in low decile schools, in exchange for the cost of their training being paid, or in exchange for moving up a different career pathway. The bonding program additionally allows for multiple pathways into the teaching career.

Recommendation 7: That we introduce voluntary bonding schemes to incentivize great teachers in low decile schools.

3.2 We recommend the implementation of a competitive first year which doesn't simply take into account Grade Point Average (GPA), but also extracurricular activities and cultural knowledge. Teachers are currently undervalued, and by increasing their prestige we aim to remove the stigma around teachers as being people who are unable to do anything else. This model would be similar to the Finnish teaching pathway, where only the best and brightest become teachers, giving the career high social prestige.⁶

Recommendation 8: That we create a more competitive entry system for teacher training.

3.3 We recognise that New Zealand is not simply a bicultural society; teaching must meet the needs of our diverse community. We need to allow flexibility to tailor a school's curriculum to be more practically focused, or have cultural practices encompassed in the classroom based on the local community's requirements. This will allow for more connection and trust between the community and the education system.

Recommendation 9: That the 'Practicing Teacher Criteria'⁷ are updated to address the needs of local communities.

3.4 We also want to enhance the accessibility of the Education Review Office (ERO) audit reports for members of the community. We see this as a way of increasing education providers' accountability to the community. By giving parents and the community more input, we expect higher confidence in the education system.

Recommendation 10: That the Education Review Office (ERO) audit reports are expanded to consider the links primary and secondary education services have with the community.

4.0 Other observations about the educational ecosystem

4.1 We believe that information on a student's educational track record should be available in one place and accessible online in a format that can be readily understood by the student,

⁶ Sahlberg, P. (2010). The Secret to Finland's Success: Educating Teachers. See <https://edpolicy.stanford.edu/sites/default/files/publications/secret-finland%E2%80%99s-success-educating-teachers.pdf>

⁷ See <http://educationcouncil.org.nz/content/registered-teacher-criteria-1>

parent and prospective employers; this information is currently dispersed and unable to be exported with ease.

Recommendation 11: That the educational background, attendance and qualifications of a student are available online and are easily accessible, understandable and verifiable by students and parents of 18 year olds and under.

4.2 The Ministry has established communities of learning, and this concept requires consolidation and maintenance to ensure it is fully supported from the centre. Success in these communities would see struggling schools and teachers learning from those who have got it sorted – either in a particular area of the curriculum or in an area of professional development. Schools should open their resources to the community, and councils should open their resources and assets to the schools. The Institute visited ten communities around the country in 2014 and the tension between councils and schools was one of our key observations. In many cases schools were not open for other uses in the community. It was argued that this was due to some principals feeling that the schools were their sole asset. There needs to be more sharing of ideas and resources to grow talent in our communities. This is an area that could provide significant benefits to communities if a culture of collaboration was instilled in the legislation.

Recommendation 12: That more work is done in terms of how schools and teachers can better learn from and collaborate with each other and with the wider community. An area of contention is how they might better interact and share community assets to achieve common goals in the community.

4.3 In order to close the inequality gap between present and future generations, the education system needs to commit to our mokopuna as the forefront of decision-making. By providing free education to every child up to age 18, the education system can create a future with innovative foresight-minded policies for the betterment of a generation who are not yet here to speak for themselves. See Attachment 5 for a further explanation of the mokopuna clause. This would also enable students to choose their educational options, with some attending university a year early with their first year of university fees paid. This would particularly help those ambitious students whose families do not have the resources to pay for attendance, while also preventing children under 18 from taking on loans.

Recommendation 13: That free education should be provided for everyone up to age 18 (whatever the education facility).

4.4 In terms of the special character of rural schools, we recommend re-establishing the placement of teachers in rural schools for a year. This will give these schools bursts of energy in the form of new teachers as well as access to the latest in teaching methods. The other option for rural schools is to make better use of technology and to connect them with the best teachers via video conferencing. New Zealand culture has always recognised the importance of country schools and we believe that this needs to be embedded in the legislation. Students in country schools should not be disadvantaged.

Recommendation 14: That we re-establish the placement of teachers in rural schools for a year and review how technology can be embraced equally across the country.

4.5 The PPTA website page ‘Fast-track to who knows where? Teach First NZ’ raises concerns over the TeachFirstNZ initiative. The PPTA contracted a report on the topic in 2012 that states:

No one would argue with the proposition that all students and schools need ‘good’ teachers. **What makes a ‘good’ teacher continues to be a matter for considerable debate and not something to be taken lightly**, despite growing consensus around an outcomes-centred worldview in the US and elsewhere. Are TFA teachers potentially ‘good’ teachers? The empirical evidence would suggest that yes some are! But is the TFA model the best way to educate teachers and improve outcomes for students? Despite the remarkable success and spread of the approach, important questions nevertheless remain about TFA’s longer-term impact for students, schools and unquestionably for teachers and the teaching profession.⁸ [bold added]

The Institute considers that such a report is too narrow in that it does not compare the results of TeachFirstNZ teachers’ verses non-TeachFirstNZ teachers. This work may have already been completed but we are not aware of it.

We often hear that good teachers tend to exit the education system while many bad teachers continue to stay, teaching badly, year after year. If we want to grow talent, we need to have good teachers, which means boards need the ability to re-train or remove those that teach badly. We need unions to be focused on the best outcomes for our students, and that calls for a clear alignment with our overarching goal – to grow talent. Good teachers are key to growing talent and we need to ensure that we create ways for boards to employ and retain good teachers and to re-train or remove bad teachers.

Recommendation 15: That there is a tangible definition of what makes a good teacher and what does not.

4.6 One of the initiatives we could learn some lessons from is the Step Up To Serve charity setup, which aims to increase opportunities for young people to get involved in social action. This organisation has evolved into a partnership between the business, public, and voluntary sectors to see how they could achieve getting 60% of all young people aged ten to twenty to be involved in their communities and in the practical actions for the service of others. Step Up To Serve recognizes that education should be primarily about helping young people to give more and get more from their lives, which in turn also means giving more and getting more from their communities, and that teachers and the wider community all have an important role to play.

Recommendation 16: That New Zealand considers ways to build cohesiveness between young New Zealanders, along the lines of Step up to Serve in the UK.

⁸ See <http://www.ppta.org.nz/resources/pptanews/2168-fast-track-teacher-ed>

4.7 Each year the Institute undertakes a significant work indexing all operational government department strategies (GDSs). An insight from this work is that GDSs need to align with the legislative purpose and intent. The legislation sets out the context and purpose (the end goal) and the GDSs set out the activities (the means) that will deliver this goal. This alignment is important for those considering changing legislation.

The strategies currently operating in the education system are as follows:

- 1 Tau Mai Te Reo: The Māori Language in Education Strategy 2013–2017 (published 2013)
- 2 Ka Hikitia: Accelerating Success 2013–2017: The Māori Education Strategy (published 2013)
- 3 A Nation of Curious Minds, He Whenua Hihiri I Te Mahara: A National
- 4 Strategic Plan for Science In Society (published 2014)
- 5 Pasifika Education Plan 2013–2017 (published 2012)
- 6 The New Zealand School Property Strategy 2011–2021 (published 2011)
- 7 Tertiary Education Strategy 2014–2019 (published 2014)
- 8 Leadership Statement for International Education, Version One (published 2011)
- 9 Success for All: Every School, Every Child: Building an Inclusive Education System (published 2010)

Through this work we have devised a methodology to score the quality of strategic documents using a scorecard developed to identify characteristics of a good strategy document (see Attachment 12).⁹ We suggest that the above listed strategies are reviewed in terms of the purpose – do they align with the proposed purpose (goal) intended to drive change in the education system?

Recommendation 17: That the purpose (the end goal) in the Act be sufficiently clear to help drive government department strategies (the means).

⁹ A list of all operational GDSs which can be viewed at www.gdsindexnz.org.

Appendix 1: McGuinness Institute Projects

In 2008 the Institute developed two overarching ideas to guide our work plan.

Our first was designed to ensure that our work programme focused on issues that were important for New Zealand's long-term future (rather than the more short-term, urgent issues that often tend to dominate discussions). By selecting a year in the future to guide our thinking, we decided 50 years was distant enough to avoid self-interest but close enough for it to be feasible, hence the year 2058 was selected. This gives us a time in the future to work towards that remains constant. The destination remains fixed. A focus on the year 2058 informs our work and emphasises how actions today can positively affect New Zealand in the year 2058.

Secondly, we decided to focus on strategy development, both the means to the end and how the end needs to be revisited in light of emerging trends, changing skills and capabilities, and our evolving needs and wants. Strategy needs to be considered widely given our increasingly complex systems and the possibility of actions causing unintended consequences. For this reason we advocate a whole-systems approach to strategy development. This has led us to focus on a 'national strategy' for New Zealand that aims to create a sustainable future. Good strategy is key to effective governance and is particularly important in considering the long-term effects of policies.

There are a number of sub-projects within our flagship Project 2058. The three projects which are most relevant in developing our understanding of growing talent are *Project TalentNZ*, *Project Civics* and *Project StrategyNZ*.

The Institute also runs workshops that make up a significant part of our work programme; these are held annually and encourage youth to engage with a variety of public policy issues.

1.1 Project TalentNZ

TalentNZ is designed to facilitate a structured discussion on how to make New Zealand's talent-based economy flourish. *TalentNZ* builds on Sir Paul Callaghan's vision of making New Zealand 'a place where talent wants to live'. Sir Paul outlined the reasons why his vision is important in a 20-minute video at the Institute's [StrategyNZ workshop](#) (held at Te Papa in 2011).

The focus of *TalentNZ* is on the 'how' – we test Sir Paul's assumptions and explore ways New Zealanders might turn his vision into reality. Our *TalentNZ* work programme has been structured around four work-streams – *grow*, *attract*, *retain* and *connect*. By managing the four work-streams, New Zealand is more likely to become a healthy, dynamic and interesting place to live in the long-term.

Our *TalentNZ* project includes the following work:

1. The [StrategyNZ: Mapping Our Future](#) workshop (March 2011)
2. The [2013 TalentNZ Journal](#) (November 2013)
3. The [2014 TalentNZ national tour](#) (March 2014)
4. The [Menu of Initiatives](#) (June 2014)
5. The [TalentNZ ecosystem illustration](#) (June 2014)
6. The [LocalNZ: Connecting youth committed to local government](#) workshop (November 2014)

7. The [six TalentNZ Worksheets](#) (May 2015)
8. The [TalentNZ promotional video](#) (September 2015)
9. [TalentNZ videos and playlists](#)
10. The upcoming [TalentNZ Journal: Grow talent edition](#) (in progress)

Attachments 9, 10 and 11 relate to TalentNZ. For more information on this project see www.talentnz.org.

1.2 Project StrategyNZ

This project has two parts which together look at how New Zealand can improve long-term strategic thinking.

Part one (complete): This work explored how a broad, future-focused instrument (a National Sustainable Development Strategy [NSDS]) could be integrated within the New Zealand context. It investigated the possibilities and challenges of creating such an instrument. To complement this work the Institute hosted a workshop in March 2011 called *StrategyNZ: Mapping our Future*. The keynote speaker was Sir Paul Callaghan and his keynote address discussed *A place where talent wants to live*. This led to the separate but connected project, *TalentNZ* (described above).

Part two (ongoing): This work reviews strategic instruments implemented by the public sector, and in particular takes a closer look at government department strategies (GDSs) in operation. This work started in 2012. It aims to sketch a clearer picture of strategy implementation, formation and collation in the public sector in order to understand how we can design and implement strategies more effectively to manage the uncertain future. The *Government Department Strategies Index New Zealand* aims to explore how New Zealand might strengthen Government Department Strategies (GDSs) in order that they become more effective, transparent, measurable, empowering and durable through public consultation, engagement and ownership. The Institute will publish the Index annually so that GDSs can be tracked and measured over time. Think Piece 21, which discusses this part of *Project StrategyNZ* in further detail, is included in this submission as Attachment 12.

For more information on this project see www.gdsindexnz.org.

1.3 Project Civics

This project was established in May 2011 and aims to inform and encourage public discourse and engagement regarding civics and media, with the ultimate aim of informing decisions by individuals, industry and institutions across society.

The Constitutional Review Project provided an important focus for the Institute's work in 2012 and 2013. This project has two main work streams. Firstly, the Institute closely followed the progress of the Constitutional Advisory Panel, researching and reporting on key elements or issues. The Institute's main contribution was our submission to the Constitutional Advisory Panel, *Ensuring New Zealand's Constitution Is Fit for Purpose*, which outlines our 42 key recommendations.

Secondly, building on the sentiments expressed during the *StrategyNZ: Mapping our Future* workshop – that young people need to be involved in, and have the capacity to engage with, civic debate in New Zealand – the Institute hosted a forum for young New Zealanders to discuss the Constitutional Review. *EmpowerNZ* brought together 50 young law students and members of youth networks together to discuss what 'a written constitution for a 21st century New Zealand' could look like.

2015 saw us join together with five other organisations for the Civics and Media Project. The aim of this project was to examine whether citizens and communities have the news and information they need and want in a digital age and to determine what a well-informed, civically engaged New Zealand will look like in 2030. The project undertook three workshops in the latter part of 2015.

For more information on this project see www.civicsandmedia.org

Appendix 2: McGuinness Institute Workshops

The Institute facilitates workshops on public policy issues that are strategic, complex, and long-term in nature. Every workshop has its own website, as the concept is that the website becomes a shared site for both the Institute and the participants to take their ideas and thoughts further.

2.1 StrategyNZ: Mapping our Future workshop (March 2011)

The *StrategyNZ: Mapping our Future* course and workshop was hosted by the Institute in March 2011. This event brought together participants from around New Zealand and challenged them to work in groups to develop strategy maps that showed their vision for New Zealand and how we get there. The 100 participants were assembled into ten groups and the outputs for each of the 10 groups were a magazine cover, a coat of arms and a strategy map. These can be seen in the booklet *StrategyNZ: Mapping our Future*, which is included in this submission as Attachment 1.

For more information on this workshop see www.strategynz.info.

2.2 EmpowerNZ: Drafting a constitution for the 21st century (August 2012)

On 28 and 29 August 2012, 50 participants between the ages of 16 and 28 came to Parliament from throughout New Zealand to draft a constitution for the 21st century. New Zealand is one of the few countries this century to invite citizens to review their nation's constitution. The August workshop aimed to create a space in which young New Zealanders could explore the future of this country's constitutional arrangements and contribute to the current review of constitutional issues. The preamble states: 'Our whenua, Aotearoa New Zealand, exists to preserve and protect the interests of the People in equal dignity, promoting our life in this land.' The workshop booklet, *A Draft Constitution for the 21st Century*, is included in this submission as Attachment 3.

For more information on the workshop see www.empowernz.co.nz.

2.3 LongTermNZ: Exploring our long-term fiscal position (December 2012)

LongTermNZ was a five-day workshop where 27 young people were brought together to attend the Affording Our Future conference (10–11 December), and then spent three days workshopping the key issues raised at the conference. The participants reconvened in April 2013 to present their reflections to the Treasury. Their presentation included reactions of youth to the fiscal situation, possible options for the future and strategies for engaging youth. Participants created a fiscal tool analogy, using a multi-tool pocket knife. This is illustrated on pages 9 and 10 of the *Youth Statement on New Zealand's Long-term Fiscal Position* booklet, included in this submission as Attachment 4.

For more information on this workshop see www.longtermnz.org.

2.4 LivingStandardsNZ: Aligning public policy with the way we want to live (December 2013)

LivingStandardsNZ was a three-day workshop that ran from 3 to 5 December 2013. 28 young people attended the Government Economics Network (GEN) Conference followed by a two-day workshop where they explored 'policy knots', using the Living Standards Framework to resolve complex and long-term issues. Participants made many observations, including the living standards metaphor. These are illustrated on pages 5 and 6 of the *2013 Youth Living Standards Framework for New Zealand* booklet, included in this submission as Attachment 2.

For more information on this workshop see www.livingstandards.org.

2.5 LocalNZ: Connecting youth committed to local government (November 2014)

This workshop connected 35 New Zealanders between the ages of 18 and 25, providing a collaborative space for them to identify existing and emerging opportunities and challenges. This initiative formed part of the McGuinness Institute's *TalentNZ* project – creating an informed, focused and networked group of young New Zealanders able to engage effectively with government and the communities in which they live. Participants explored the question, 'How do regional goals align with national goals, and how might these goals need to change in order to aid regional growth?' Participants made many suggestions, including the instigation of a 'mokopuna clause'. This can be seen on page 8 of the *LocalNZ: A Youth Statement on Regional Goals* booklet, included in this submission as Attachment 5.

For more information on this workshop see www.localnz.org

2.6 The Civics and Media Project workshops (September–November 2015)

The purpose of this project was to make analysis and ideas available to a wider audience and to inform and encourage public discussion, with the ultimate aim of informing decisions by individuals and institutions across society. The project comprised three workshops:

- Workshop 1: What is happening with civics and the news media in New Zealand?
- Workshop 2: What will a well-informed, civically engaged New Zealand look like in 2030?
- Workshop 3: How do we ensure a well-informed, civically engaged New Zealand in 2030?

For more information on the three workshops see www.civicsandmediaprojectnz.org.

2.7 TacklingPovertyNZ: Exploring ways to reduce poverty in New Zealand workshop (December 2015)

TacklingPovertyNZ saw 36 New Zealanders between the ages of 18 and 25 come together in Wellington to articulate a youth perspective on the issue of poverty in New Zealand and how we might, as a country, go about tackling it. The workshop ran from Sunday 6 December to Wednesday 9 December 2015 with a finale presentation held at Parliament. At the presentation participants spoke specifically about 'the five myths about poverty in New Zealand' (see Attachment 6). The participants' full observations and recommendations will be published in their workshop booklet. One of the major recommendations relates to education (see Attachment 7).

For more information on this workshop see www.tacklingpovertynz.org.