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Statement of Intent

2008–2013 

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Foreword Minister of Education

I am proud to be the Minister responsible for one of the best education systems in the world. We are continuing to develop our world-leading education system so that it equips all New Zealanders with the knowledge, skills and values to be successful citizens in the 21st-century.

To ensure we maintain the quality of our education system we must address continuing inequities. I want the ministry to focus on the following priorities:

- ▲ The goal of the recently-announced Schools Plus initiative is that all young people participate in education or workplace training until the age of 18, requiring a transformation of secondary schooling to encourage young people to stay and complete qualifications. A number of specific initiatives will support Schools Plus by ensuring children are present and engaged in school. Strengthened district truancy services are already in place and we will also focus on reducing early school leaving exemptions.
- ▲ Information and communication technologies are some of the most effective tools to engage students and to develop key competencies and content knowledge. The e-learning action plan for schools, Enabling the 21st-century Learner, provides a framework and a number of actions to support schools and teachers to adapt to rapid technological change.
- ▲ The 20 hours' free Early Childhood Education policy has increased participation for three- and four-year-olds, ensuring as many children as possible are provided with strong foundations for their future learning. Quality in this sector will continue to improve through implementation of the 10-year strategic plan.
- ▲ Ka Hikitia – Managing for Success gives us the opportunity to transform the system's performance for Māori, so that Māori are able to enjoy education success as Māori. We must all take responsibility to help achieve Māori success and fulfil the potential of Māori youth.
- ▲ A highly educated and skilled Pasifika population is critical to the future of New Zealand. The Pasifika Education Plan has been revised in order to “step up” progress on the educational achievement of Pasifika learners.
- ▲ The ministry can influence the sector's focus on sustainability through initiatives such as funding to include sustainable ideas in school design; recycling guidelines and other sustainability information for schools; and initiatives to support environment education in schools.

Hon. Chris Carter
Minister of Education

Foreword Minister for Tertiary Education

To achieve an economic transformation, New Zealand needs a thriving and globally competitive economy and a highly-skilled workforce. The Government's goal of Economic Transformation sets the strategic context for the Ministry of Education's work in respect of tertiary and international education.

Well-developed strategies for the tertiary and international education sectors guide the ministry's work. The ministry shows leadership and works in partnership with education agencies, tertiary education providers, innovation agencies, business, industry and community.

The Tertiary Education Strategy and the Statement of Tertiary Education Priorities provide the overall direction for the tertiary sector and the ministry's priorities. We want more young people to achieve qualifications at level four and above by age 25.

We want stronger literacy, language and numeracy levels for the workforce. We want to increase the development of skills that meet regional and national industry needs. We want to create economic opportunities through stronger research connections.

The International Education Agenda sets out how international education supports the goals of growing globally competitive firms and innovative and productive workplaces. Maintaining and improving New Zealand's economic performance depends on the quality and depth of New Zealand's engagement with the global economy. International research links will strengthen tertiary providers and contribute to New Zealand's economic transformation and innovation goals, through exchange of teachers and researchers, and increased international collaboration, funding and commercialisation.

I expect the ministry to focus particularly on the New Zealand Skills Strategy and Schools Plus workstreams in the next year. I also expect the ministry to continue working with other agencies in my innovation portfolios to align economic development, research, science and technology, and tertiary education activity.

In all this work the ministry, and in particular the Secretary for Education, has a key role in supporting education agencies to achieve the Government's Economic Transformation goal.

Hon. Pete Hodgson
Minister for Tertiary Education

Introduction from the Chief Executive

We have set ourselves a task: to build a world-leading education system that equips all New Zealanders with the knowledge, skills and values to succeed in the 21st-century.

We have an education system that performs well for most students, and which has a strong tradition of research and innovation. However, such success does not mean that all our students are achieving as well as they could, nor does it mean that we are complacent about developing new ways of doing things. We must continue to adapt and build our education system to meet the changing needs of the future, and to ensure that our nation is connected to the rest of the world.

By international comparisons our students are doing well. Our best are as good as the best anywhere in the world. But the gap in achievement between those at the top and those at the bottom is too great. We know the system is under performing for many Māori, and achievement rates for Pasifika students are, on average, too low. The New Zealand Disability Strategy outlines a challenge for the education system – “to improve education so that all children, youth and adult learners have equal opportunities to learn and develop in their local, regular educational centres”.

Too many young people are leaving school early with low or no qualifications. Forty percent leave school with less than a level two NCEA qualification. It is estimated that 20,000 15- to 19- year-olds are not engaged in learning or work. That’s a huge loss of potential for New Zealand and lost opportunities for a large number of young people. Schools Plus aims to ensure all young people stay in school longer and leave with higher-level skills and qualifications.

We need to ensure that all students have equitable access to high-quality education. We have a solid base on which to build and we now need to tailor our efforts to support those students who are not achieving to their full potential, in particular, for Pasifika students, for students with specific barriers to learning and for Māori students. Ka Hikitia – Managing for Success is the ministry’s strategy for raising the achievement levels for Māori.

We must also be clear where the responsibilities and accountabilities for their success lie. We need to know how far we have come and how far we need to go.

This statement of intent sets out the key outcomes we have established which will guide our work over the next five years.

These outcomes are not achieved by working alone. A key objective, for the whole sector, is that education agencies work effectively and efficiently to achieve education outcomes. Just as we are focusing on building leadership, accountability, relationships, competence and confidence for our own “organisational success”, we must also address this across the sector.

By improving our own performance, we will be better able to focus our expertise and investments on those areas of the system which will deliver the key outcomes we want for all New Zealanders.

“We need to be the change we wish to see in the world”
– Mahatma Gandhi.

Nature and scope of functions

The Ministry of Education is the government's lead advisor on the education system, shaping direction for education agencies and providers.

The overarching outcome to which the ministry contributes is to build a world-leading education system that equips all New Zealanders with the knowledge, skills and values to be successful citizens in the 21st-century.

The Minister of Education is the Responsible Minister who oversees the government's ownership interest in the ministry. In the early childhood education and schooling sectors we have responsibility for strategic leadership and policy development, as well as a substantial operational role. This includes responsibility for all education property owned by the Crown, developing national guidelines and curriculum statements, allocating funding, providing services to students, whānau, communities and schools, and administering the teachers' payroll.

The Minister for Tertiary Education oversees the purchase interest in tertiary education. The ministry's role in relation to tertiary education is focused on leadership and setting direction, stewardship and governance, and monitoring and evaluation. Education Crown entities, primarily the Tertiary Education Commission (TEC) and the New Zealand Qualifications Authority, have a more direct interface with the tertiary education sector.

We fulfil our roles by undertaking the activities identified for each of the seven output expenses:

Strategic leadership in the sector

The ministry delivers policies and services focused on its leadership role in the education sector. This includes coordination with other sector and government agencies and forums to achieve shared goals through cross-sector work programmes and contribution to broader government goals; undertaking research and analysis; monitoring education sector capability and viability; developing strategic policy related to the education sector and education outcomes; and providing ministerial support to assist the Minister of Education and Associate Minister to meet their obligations to Parliament. The ministry has a lead role in implementing the principles of the New Zealand Disability Strategy (NZDS) in line with the NZDS Action Plan.

Support and resources for the community

We deliver policies, programmes and services focused on improving the community's knowledge of, and participation in, the education system. This includes working with parents, iwi, and Pasifika advisors and community groups to build

relationships and foster greater participation in education; providing information to enable better informed decision-making about education options; supporting and delivering programmes to provide education stakeholders in the community with the knowledge and skills required to support the education system; and the delivery of timely and relevant policy advice to the Minister of Education.

Support and resources for education providers

We provide a range of outputs to ensure that education providers have the resources and support they need to deliver services to students. This includes delivery of timely and relevant policy advice to the Minister of Education; administration of a range of legislative and regulatory controls; the determination and delivery of funding and other resources; providing services that support the governance, management and operation of education providers; and monitoring and intervening in providers that are at risk in relation to financial viability, student achievement or participation.

School property portfolio management

Management of the property portfolio for the State school sector involves the single largest departmental output expense the ministry is responsible for in dollar terms. This includes managing the existing property portfolio; focusing on upgrades and improvements to sustain the quality of the portfolio; purchasing and constructing new property to expand the portfolio's capacity to meet the demands of schooling or demographic changes; identifying and disposing of surplus State school sector property; and the management of teacher and caretaker housing.

Support and resources for teachers

The provision of resources and support to teachers and principals supports professional leadership, learning and teaching. This includes providing the curriculum and achievement standards; providing resources to educators to support teaching, learning and assessment; providing professional development programmes, scholarships, awards and other resources to teachers and principals to support professional leadership and learning; and the delivery of timely and relevant policy advice to the Minister of Education.

Interventions for target student groups

Through this output we deliver policies, resources and services focused on targeted student groups' or individuals' participation in education. This includes targeted interventions, specialist support services, funding and other resources to assist students to participate in education in meaningful ways, and the delivery of timely and relevant policy advice to the Minister of Education. It includes special education services delivered to over 35,000 children and families, and support and services provided to schools, early

childhood centres, parents and whānau. There are approximately 2,500 employees working through a network of local and regional offices throughout New Zealand, delivering a wide range of services both directly and indirectly to children and young people with special learning and developmental needs.

Strategic leadership in the tertiary system

Through this output expense we deliver policies and services focused on the ministry's leadership role in the tertiary education system. This includes coordination with other sector and government agencies and forums to achieve shared goals; undertaking research and analysis and developing strategic policy related to tertiary and international education. We monitor the performance and capacity of Crown entities from an outcomes-based system approach including, through TEC, the performance of tertiary education institutions, and provide information on tertiary and international education services. We also represent the education sector internationally; supporting international students in New Zealand; supporting the development of the international education industry; and providing ministerial support to assist the Minister for Tertiary Education and Associate Ministers to meet their obligations to Parliament.

Strategic direction

The Ministry of Education is enabling the development of a world-leading education system to equip all New Zealanders with the knowledge, skills and values to be successful citizens in the 21st-century. As we move through the 21st-century we are becoming more comfortable with rapid change, with how technology is used and is useful, and how connected we are and must be with the rest of the world. The education system has a key role in sustaining that development and change.

There is a growing focus on how skills and knowledge are viewed and transferred. Education has always been about knowledge. However, the focus is shifting from the transfer of specific knowledge to an emphasis on developing the skills to use and create new knowledge. There is growing recognition of the importance of tailoring approaches to meet the needs of diverse learners. This means that the Ministry of Education and the education sector as a whole need to continue to change to advance the wider role of education, skills and knowledge as foundations of social and economic development.

Government goals

The Government is focusing on five themes. Education must contribute to all five, with a particular focus on Economic Transformation in the tertiary sector, and on Families, Young and Old, in early childhood education and schooling:

▲ **Economic Transformation** – working towards a thriving and internationally competitive economy with a highly-skilled workforce

Education contributes to a more highly-skilled, adaptable, innovative and productive workforce and generates new knowledge. This leads to improved economic performance and a better standard of living for all New Zealanders.

A more highly-skilled and innovative workforce impacts both directly and indirectly on economic growth. It increases labour productivity for individual workers, and supports innovation, entrepreneurship and building industry capacity to adapt to changing technologies and markets.

▲ **National Identity** – building pride in who we are, where we live and what we do

Education enables New Zealanders to develop the values and competencies they need to participate fully in our society. These values and competencies are reflected in Te Whāriki, The New Zealand Curriculum, and the Tertiary Education Strategy. The Government recognises the Māori language as a taonga guaranteed to Māori by the Treaty of Waitangi, and is committed to supporting its revitalisation. As an official language, te reo Māori offers academic, cultural, social and linguistic benefits for all New Zealanders. This in turn supports the development and celebration of our national identity and protects the distinctiveness of indigenous people.

▲ **Families, Young and Old** – providing opportunity and security, backed up by excellent services to family members of every age

Education ensures that people succeed and have opportunities to participate fully in society and in the workforce. This helps to reduce social and economic disparities. We are focused on this goal, with population-based strategies such as Ka Hikitia – Managing for Success, the Pasifika Education Plan, and Better Outcomes for Children providing the framework to ensure investments are tailored to help individuals achieve their potential. Professional development and resources support teachers to become more effective by strengthening the relationship between teacher and learner.

Education has a role to support learners, parents, family and whānau to become more discerning, aware and confident in terms of what they should be expecting from the education system. The ministry contributes to parents, family and whānau through provision of knowledge and evidence.

▲ **Sustainable Development** – developing long-term sustainable strategies for our economy, society, environment, culture and way of life

Education helps New Zealanders to develop the skills and knowledge to balance the pressures of social and economic progress on the environment and natural resources.

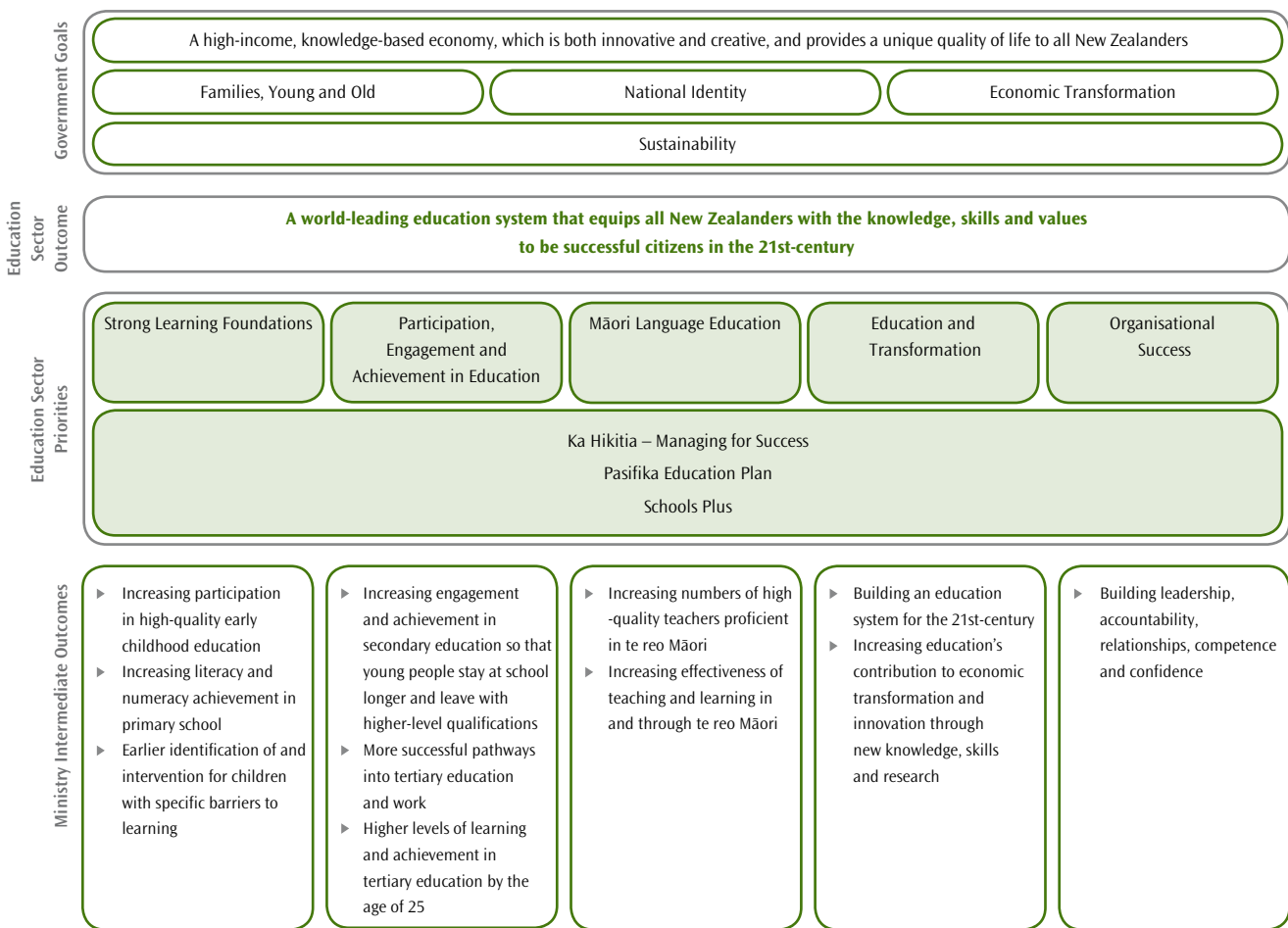
New Zealand's future is dependent on long-term sustainable strategies for our economy, society, environment, culture and way of life. Education and knowledge-transfer can add value to primary production, help manage pressure on natural resources, and help restore our indigenous ecosystems and biodiversity.

Education providers and government education agencies make up a significant sector of the New Zealand economy. Education organisations have a responsibility to improve

the sustainability of their own organisational work practices and to influence the sector's focus on sustainability.

▲ **Schools Plus** – the Government's policy is for all young people to be in education, skills or other structured learning, relevant to their abilities and needs, until they reach the age of 18

Education helps young New Zealanders to reach their full potential, and ensures that the economy has the skilled workers it needs. Our focus is on ensuring that young people stay in some form of education, skills or other structured learning until at least the age 18.



Ministry of Education priority outcomes

To ensure that we deliver education's contribution to the Government goals, we have established a set of priority outcomes which will guide the ministry's work over the next five years.

We have an education system that performs well, and in comparison with international standards, New Zealand

students on average perform very well. However, we need to focus effort and resources on critical points in the education system to increase learners' participation, engagement and achievement. We will do this by investing in opportunities to ensure all learners achieve their potential. This means tailoring our investments to perform better for and with Māori learners, Pasifika learners, children with specific barriers to learning and communities in lower socioeconomic areas.

The outcomes and intermediate outcomes we are focused on over the next three to five years are:

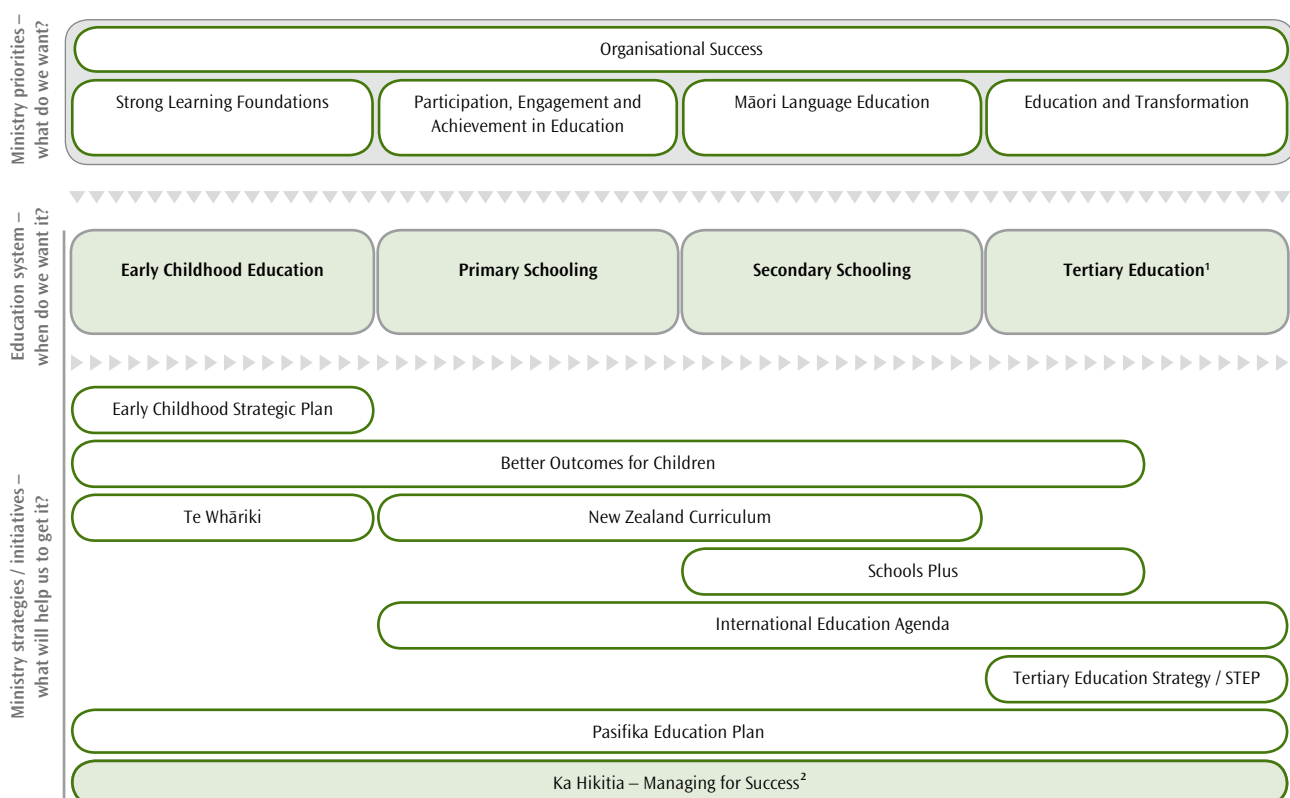
- ▲ All children develop strong learning foundations
 - ▶ increasing participation in high-quality early childhood education
 - ▶ increasing literacy and numeracy achievement in primary school
 - ▶ earlier identification of and intervention for children with specific barriers to learning.
- ▲ All young people participate, engage and achieve in education
 - ▶ increasing engagement and achievement in secondary education so that young people stay at school longer and leave with higher-level qualifications
 - ▶ more successful pathways into tertiary education and work
 - ▶ higher levels of achievement in tertiary education by the age of 25.
- ▲ Learners have access to high-quality Māori language education that delivers positive learning and language outcomes
 - ▶ increasing numbers of high-quality teachers proficient in te reo Māori
 - ▶ increasing effectiveness of teaching and learning in and through te reo Māori.

- ▲ The education system produces the knowledge and develops people with the skills to drive New Zealand's future economic and social success
 - ▶ building an education system for the 21st-century
 - ▶ increasing education's contribution to economic transformation and innovation through new knowledge, skills and research.
- ▲ Education agencies work effectively and efficiently to achieve education outcomes
 - ▶ building leadership, accountability, relationships, competence and confidence.

In previous years we have focused on critical drivers of presence, engagement and achievement for all learners, namely:

- ▲ the effectiveness of the relationships that underpin teaching and learning
- ▲ family and community engagement
- ▲ providers focused on the use of evidence to support learning and achievement.

While these remain critical to achieving our outcomes, we are now making the outcomes we are seeking more visible, so our intentions are framed in terms of ensuring educational success at key stages of student learning and for specific population groups. The critical drivers above are still reflected in our work programmes.



¹ Includes adult education, industry training and workplace learning

² Ka Hikitia – Managing for Success is an overarching strategy which informs the way the ministry works as a whole, and supports specific actions to improve Māori student population outcomes

Interdependencies

We cannot achieve these outcomes alone. The Development Goals for the State Services provide a framework for improving the performance of the education system and delivering better results. Our first two outcomes are focused on improving the system's ability to deliver educational outcomes to specific groups of people in the early years of their education, and in senior secondary and tertiary education. This will require better coordination of education, health and social agencies, and more accessible services.

Seeking to achieve complex outcomes requires collective strategic leadership by all six government education agencies:

- ▲ Ministry of Education
- ▲ Education Review Office
- ▲ Career Services
- ▲ New Zealand Qualifications Authority
- ▲ New Zealand Teachers Council
- ▲ Tertiary Education Commission.

The Chief Executives of these six agencies work to the agreed set of shared sector outcomes described above, which inform operating intentions and are reflected in each agency's Statement of Intent, under the leadership of the Secretary for Education. Together with the Chief Executives of the National Library of New Zealand, The Correspondence School and the Ministry of Research, Science and Technology, the education Chief Executives form the Education Sector Information and Communications Technologies (ICT) Standing Committee, which is responsible for driving the collaborative development and use of ICT across the education sector.

The Secretary for Education has a leadership role to strengthen coordination with other sectors and with other government agencies, and to monitor the education sector and education Crown entities.

Leading the Schools Plus initiative, the Secretary for Education chairs a governance group of chief executives from other agencies, including the Department of Prime Minister and Cabinet, the Department of Labour, the Ministry of Social Development, the State Services Commission, Te Puni Kōkiri, The Treasury and the Tertiary Education Commission. The group is responsible for overseeing Schools Plus, which is the cross-government initiative to realise youth potential through education.

The Secretary is a member of the Social Sector Forum (Health, Education, Social Development and Justice Chief Executives), which is responsible for national issues such as the Families, Young and Old budget, the Taskforce on Family Violence, and local issues such as combating youth gangs in South Auckland.

The ministry leads and participates in a number of other sector and cross-government forums, ensuring that education's contribution is recognised and applied wherever possible for wider social and economic outcomes.

We are working with the Ministry of Economic Development, Ministry of Research, Science and Technology, New Zealand Trade and Enterprise, the Foundation for Research, Science and Technology and the Tertiary Education Commission to ensure that our priorities are well aligned and that our advice and investment is coordinated.

In order to support parents, family and whānau, and Pasifika communities to develop clear views on the quality and type of education provision they want for their children, we must support them to engage with early childhood education services, schools, non-governmental organisations, local government agencies and other local community groups. It is our role to raise accountability of early childhood education services and schools for their relationships with parents and communities, through implementing charters, planning and reporting; through boards of trustees and school communities; through expectations of school leaders and teachers; and through home-school partnerships and those with other community groups and providers.

Operating intentions

Outcome: All children develop strong learning foundations

Why is this important?

The early years of a child's education make a significant difference to the way they develop and go on to learn throughout their lives. Children who develop key competencies early are more likely to become confident and competent learners, to develop constructive behaviours and to enjoy improved social outcomes. It becomes increasingly difficult to resolve educational underachievement at later ages and stages of education.

Research shows that participation in high-quality early childhood education (ECE) produces ongoing benefits for a child's learning. While we have a strong early childhood sector, children who are from Māori, Pasifika, low socioeconomic or rural communities are less likely to have sustained participation in high-quality ECE.

Children who are literate and numerate have the skills to effectively access the rest of the curriculum. However, we have large and persistent differences in literacy and numeracy achievement between children of different ethnic and

socioeconomic groups, which lead to disparities in learning achievement later in their schooling. By focusing on the teaching and learning of literacy and numeracy in the early years, and ensuring approaches are relevant and culturally appropriate to the diverse contexts of the learners, we are ensuring students are both participating and engaged in learning, which leads to achievement later in the school system.

There is increasing evidence that better education and life outcomes can be achieved through early identification and intervention where there are significant barriers to children's learning. Early identification and support for young children with developmental and behaviour challenges, and for their families and whānau, early childhood services and schools, is critical. Intervening early provides the greatest opportunity for change and is cost effective. The risks of not intervening early and the flow-on effects reduce opportunities for student participation and engagement in learning at all stages of education.

What are we seeking to achieve?

We are seeking strong learning foundations for all children, through high levels of participation and achievement, regardless of ethnic group, learning needs or socioeconomic status. Strong learning foundations mean that children enter the education system early, and develop the key competencies and skills for them to progress through the education system, and that the system responds to the learning needs of all children and students. We want to see children developing competencies early and then continuing to build on them throughout their lives.

We have three interrelated intermediate outcomes:

- ▲ increasing participation in high-quality ECE
- ▲ increasing literacy and numeracy achievement in primary school
- ▲ earlier identification of and intervention for children with specific barriers to learning.

We want to increase the rates of participation in high-quality ECE for Māori children and Pasifika children, for children from low socioeconomic communities, and for those with specific barriers to learning. Increasing uptake of Free ECE for these groups of children will ensure they gain full benefit from participation in ECE at ages three and four.

We are seeking to increase levels of literacy and numeracy achievement for Māori children, Pasifika children and children from low socioeconomic communities, to equivalent levels of achievement of other children. Building high expectations of all learners – in their families, communities, teachers and in the children themselves – will be critical.

We are seeking to lower the average age of first intervention for children with specific barriers to learning. We want to ensure that ECE and primary teachers have increased skills and confidence to identify children with specific barriers to learning, and to support their engagement and achievement in education. We want to ensure that all of our special assistance is of the highest quality.

What will we do to achieve this?

We will work with the factors that are known to influence participation in ECE, using our 10-year strategic plan for ECE, Pathways to the Future: Ngā Huarahi Arataki, as a framework for change. Midway through the plan's implementation we are making good progress, but we are not having the same success for all children. To deliver the goal of increased participation in high-quality ECE for all children and for all communities, we will shift the balance of focus in our investments from national to local, and from universal to tailored. We will develop locally-based strategies in areas such as South Auckland where participation is disproportionately low, that are tailored for those children, families and whānau not currently participating fully in high-quality ECE. These strategies will look at availability and relevance of services and other factors affecting participation in quality ECE provision.

We will review and better tailor investments aimed at building literacy and numeracy to ensure knowledge about best practice is disseminated as widely as possible, and that investments are reaching those students who need them most. We will make greater use of our regional network to support schools to gather, analyse and use literacy and numeracy achievement data for each student and tailor their teaching practice accordingly. We will ensure insights from good practice are incorporated more systematically in a wider range of professional development as well as reviewing the targeting of investments.

We will focus our resources on interventions that we know work best for children with specific barriers to learning. We will provide tools and support to teachers and services to enable them to identify those needs earlier, and work collaboratively to support children's learning. We will improve the quality and targeting of our own services. Working with other agencies on initiatives such as the Conduct Disorder/ Severe Antisocial Behaviour Plan and B4 School Checks is important to prevent a range of adverse outcomes.

How will we demonstrate success in achieving this?

We are developing a strong evidence base about what has the biggest effect on educational outcomes. Based on the evidence we have about what works, we believe the set of actions we are undertaking will contribute to achieving our outcomes. We will demonstrate success through the following measures:

- ▲ In ECE we will focus on participation rates, take-up of Free ECE, affordability, and teacher qualifications and registration as indicators of success. In particular, we will see increases in the prior participation rate for Māori children starting school from 89.9% in 2006, and from 84.3% for Pasifika children. We are currently developing indicators of quality which we will then report on.
- ▲ We will see increased levels of literacy and numeracy achievement through national and international studies (for our target groups eg, Māori children achieving in literacy and numeracy at the national norm by the end of their first two years at school). We will reinforce the importance of gathering, analysing and using achievement data in teaching practice, and the Education Review Office will review progress through monitoring against the National Administration Guidelines.
- ▲ We will see a lower average age of first intervention for children with specific barriers to learning, and we will monitor the impact this has on subsequent education achievement and intensity of intervention needed. We will seek feedback on quality and responsiveness from users of special education services.

We are building our knowledge about the effectiveness of a number of investments, for example, through evaluating the impacts of the ECE strategic plan and the literacy and numeracy strategies, and we are measuring the impact on student outcomes of tools such as Assessment Tools for Teaching and Learning (asTTle). We will work to strengthen our framework for prioritisation based on the evidence of the effectiveness of specific interventions.

Outcome: All young people participate, engage and achieve in education

Why is this important?

Higher levels of education attainment for young people are associated with a range of benefits throughout life. These benefits include greater success in employment, higher income levels, better living and health standards, greater satisfaction with life, and increased contribution back to their families and communities.

Almost 30% of New Zealand students leave school before their 17th birthday, and around 40% leave with less than a level two NCEA qualification. Measures of participation and engagement (including retention, early leaving exemptions, suspensions, expulsions, exclusions and truancy) show that a higher proportion of Māori students and Pasifika students disengage from secondary education than students of other

ethnicities. This pattern of disengagement is also more likely to be the case for boys than girls, and for young people from low socioeconomic backgrounds.

New Zealand has relatively low rates of participation in education and training for young people aged 15-19 in OECD comparisons, and fewer young people achieving qualifications at levels four and above.

All young people can achieve their potential by building on their qualifications and continuing to learn throughout their lives. Education and learning need to continue beyond school for people to capitalise on the benefits school has to offer. This means that there must be broad participation in tertiary and adult education, in industry training and in workplace learning. Tertiary education must be increasingly relevant and responsive to economic, cultural and social needs, with more emphasis on quality and achievement at higher qualification levels.

A significant proportion of young people, particularly Māori students, Pasifika students, and boys, are not receiving the benefits education has to offer.

What are we seeking to achieve?

We are seeking better educational, economic and social outcomes for all young people, by ensuring that the education system is supportive, responsive, and appropriate to their needs and to the needs of communities and employers.

We want to raise the level of participation, engagement and achievement in secondary schooling, particularly for Māori students and Pasifika students, for boys and young men, and for students from low socioeconomic backgrounds. As indicated in Schools Plus, we want the education system to be appropriate and responsive to the needs of all young people so that students achieve the highest level of qualification in line with their abilities within school, and then go on to build on these qualifications beyond school. As indicated in Ka Hikitia – Managing for Success, we want a secondary system that is relevant and connected to the student's life goals and to their cultural contexts.

As part of the Tertiary Education Strategy, we are seeking to increase participation and achievement of qualifications at higher levels in tertiary education. A priority outcome of the Tertiary Education Strategy is lifting the numbers of young people achieving a level four qualification before they reach 25 years of age.

We have three interrelated intermediate outcomes:

- ▲ increasing engagement and achievement in secondary education so that young people stay at school longer and leave with higher-level qualifications
- ▲ more successful pathways into tertiary education and work

- ▲ higher levels of achievement in tertiary education by the age of 25.

What will we do to achieve this?

Four strategies frame our work to achieve this outcome – Schools Plus, Ka Hikitia – Managing for Success, the Pasifika Education Plan and the Tertiary Education Strategy.

We will develop and implement Schools Plus, the Government’s policy to have all young people in education, skills or structured learning, relevant to their abilities and needs, until the age of 18. This will include reviewing key levers – including regulation and funding – to see how they align with the Schools Plus goal. We will work with secondary schools to ensure that professional teaching practice and school environments support student engagement and a commitment to future learning.

We will focus on the early years at secondary schools, years nine and ten, which the evidence shows are a critical point of vulnerability, particularly for Māori students. Ensuring participation, engagement and achievement in these years will lead to greater achievement in senior secondary education, and more successful transitions into further learning and the workforce. We will also work to extend learning opportunities available beyond school.

We will continue the implementation of the actions planned in Ka Hikitia – Managing for Success which will help achieve the Schools Plus goal for Māori learners by ensuring:

- ▲ effective teaching for Māori students in years nine and ten
- ▲ increased student involvement in and responsibility for decision-making
- ▲ effective professional development and accountable leadership
- ▲ improved whānau-school partnerships focused on participation, engagement and achievement.

We will continue the implementation of the revised Pasifika Education Plan, as we believe the range of actions we have planned and in place will raise the participation, engagement and achievement of Pasifika students in secondary and tertiary education. This plan provides the framework for creating a 21st-century education system that personalises learning for this group of young people.

We are developing work across the education system to make sure there is a common understanding of key competencies throughout the qualifications system, and that all teaching interactions therefore support children and young people to develop these competencies.

We will work with schools, other education agencies, tertiary providers, employers and communities to provide more diverse

and relevant pathways that support effective transitions into further education and work. We will achieve this in part by continuing to embed the principles of personalising learning into the education system, which will lead to improved quality, flexibility and responsiveness of the system to the learning needs of children and students. It will also require collaboration with social and justice sector agencies to improve engagement in educational opportunities.

We will also lead specific actions within the Unified Skills Strategy, which is being led out of the Tertiary Education Commission. The Unified Skills Strategy is an initiative between government and the social partners, established to deliver a unified approach to ensure New Zealand individuals and organisations are able to develop and use the skills needed in the workplaces of the future. A major part of the ministry’s contribution to this strategy is leadership of the work underway to ensure that all young people achieve the competencies and skills they need to succeed in work. We will ensure the alignment of the Unified Skills Strategy and the Schools Plus focus on transitions from senior secondary schools to training in employment and further education.

The development of priority one in the Statement of Tertiary Education Priorities (STEP) 2008-10, “increasing educational success for young New Zealanders – more achieving qualifications at level four and above by age 25”, sets out the key priority contributing to this outcome for the tertiary sector. The ministry provides strategic policy advice which sets the context within which other government agencies and tertiary education organisations must operate. We will advise on the impact of the tertiary reforms on outcomes sought in the Tertiary Education Strategy. We will also monitor – and develop performance measures for – the system changes mandated by the Tertiary Education Strategy and the activities of education Crown entities (the Tertiary Education Commission, New Zealand Qualifications Authority, Career Services and the New Zealand Teachers Council). The ministry will continue its research and data analysis programme, improving information and support for student decision-making about what and how to study, as well as working with Career Services to develop their role.

How will we demonstrate success in achieving this?

We will see increasing numbers of young people participating and succeeding in formal education, skills and other structured learning through to the age of 18, and building on these qualifications beyond school. We will see improvements in all levels of achievement within secondary schooling, and higher levels of achievement in tertiary education.

We will monitor the proportion of students from our target groups entering tertiary education, and their level of educational attainment. For example, we will increase the

proportion of Māori participating in modern apprenticeships from 14% in 2006, and the proportion of Māori school leavers entering tertiary education at level four or above within two years of leaving school from 28% in 2004.

We will see increasing levels of achievement in qualifications at level four and above for the under-25 age group. We will see more students completing their qualifications. We will monitor the level of achievement of advanced trade, technical and professional qualifications by students of all ages, and compare this with industry demand.

We have developed a good understanding of what needs to happen in the system to make a difference to student learning outcomes at all levels, and have appropriate measures of the effectiveness of interventions within the school environment. We are working to develop more clearly defined links to show how our work both directly and indirectly has an impact on these changes.

Outcome: Learners have access to high-quality Māori language education that delivers positive language and learning outcomes

Why is this important?

The education sector provides the basis for the transfer of skills that New Zealanders need to participate fully in society and contribute to building future prosperity and wellbeing. Language is a vital part of this. In an education setting, language provides a medium of both teaching and learning, and learners require strong skills in their first language to support their cognitive development and provide a vehicle for engagement socially and in the curriculum.

Second language learning is also important, providing both social and cultural benefits. The importance of first and second language learning is reflected in the prominence of “English” and “Learning Languages” as essential learning areas in The New Zealand Curriculum. The curriculum stresses the importance of literacy in English and the underpinning principle that all students have the opportunity to acquire knowledge of the Māori language.

For all students to achieve their potential, teachers require appropriately high expectations and knowledge of their learners, up-to-date knowledge of their subject, and the strategies to teach and assess for optimum learning. In some cases, access to Māori language education is limited or, where it is available, the quality of either language outcomes or broader education outcomes is compromised.

Māori language education is an umbrella term covering all parts of the education system (from early childhood through

to adult education) that teach Māori language skills and deliver education through te reo Māori. In 2006, approximately 65,000 learners participated in some form of Māori language education. The latest Māori language education sector achievement data show promising pockets of success, with some students achieving NCEA qualifications at rates that surpass those of their English language education sector peers.

Teacher supply and capability are ongoing issues for all Māori language education settings, but are particularly acute for Māori medium and kura kaupapa Māori. Increasing the supply, induction, retention and progression of Māori language teachers, and sufficient access to teaching and learning resources are ongoing priorities.

What are we seeking to achieve?

We are seeking to ensure that all Māori language education options are high-quality options, providing a range of linguistic, social, cultural and academic benefits. Initially we will strengthen the network of learning that already exists, and over time we want these options to be available to all students.

We have two interrelated intermediate outcomes:

- ▲ increasing numbers of high-quality teachers proficient in te reo Māori
- ▲ increasing effectiveness of teaching and learning in and through te reo Māori.

These outcomes will help us to achieve the five goals of Te Rautaki Reo Māori, the Government’s Māori language strategy, and directly support Goal three – strengthening education opportunities in the Māori language.

What will we do to achieve this?

In the short term, we are developing a Māori Language Education Outcomes Framework. Due for release later in 2008, the purpose of this framework is to clarify the outcomes sought through Māori language education, against which investments and policy can be better directed and coordinated.

The framework will provide the ministry with a comprehensive tool for planning, investing, evaluating and reporting on Māori language education outcomes, investments and activities. It will do this by:

- ▲ clarifying the outcomes being sought through Māori language education
- ▲ producing a detailed long-term investment plan to guide Māori language education policy priorities and resourcing decisions
- ▲ specifying ways of measuring success in the achievement of the outcomes.

This will ensure, over time, a more coordinated approach to current and future activity across the sector, and assist in clarifying the roles and responsibilities of the various stakeholders in Māori language education, including education agencies, education providers, and Māori whānau, hapū and iwi.

There is currently a range of investments including:

- ▲ support and resourcing for providers of Māori language education
- ▲ support for teachers through scholarships, allowances, initial teacher education, leadership, curriculum and professional development
- ▲ information to families, whānau, communities and iwi to inform participation and choice
- ▲ Māori education research.

Over the medium term, the framework will provide a tool for more coherent planning, investing and evaluation of these investments.

How will we demonstrate success in achieving this?

Over the next year the development of the Māori Language Education Outcomes Framework is our key focus. We will begin to see the following changes:

- ▲ use of a “managing for outcomes” approach that will improve the ministry’s performance through better defined outcomes, explicit rationale (intervention logic) and improved impact assessment
- ▲ better decision-making on the scope, nature and timing of investments
- ▲ improved measurement of learner, system and investment performance
- ▲ better coordination of programmes and initiatives towards an agreed set of learning outcomes.

Completion and use of the framework to make investment decisions will be a measure of our success.

Over the next three to five years the intervention logic and evaluation strategy developed as part of the framework will help us to assess the contribution our investments make to achieving outcomes. We will develop an evidence base to provide the data and information required to support investment decisions.

As a result of this more coherent approach to our investment, in the longer term and across the wider system we expect to see:

- ▲ more kura kaupapa Māori which are viable, sustainable, and able to offer high-quality teaching and learning
- ▲ more high-quality teachers of te reo Māori, supported by effective leadership

- ▲ teachers benefiting from a coherent professional development and assessment strategy, and using relevant resources to support effective teaching and learning
- ▲ iwi partnerships which assist whānau, hapū and iwi to participate in and determine effective education provision for Māori students
- ▲ more people in New Zealand society who recognise and value te reo Māori
- ▲ a strengthening of Māori education research, leading to mātauranga Māori knowledge creation for innovation in education policy and practice.

Outcome: The education system produces the knowledge and develops people with the skills to drive New Zealand’s future economic and social success

Why is this important?

An increasingly diverse and globally-connected society, and a more globalised economy with increasing focus on the sustainable use of resources, means that the skills and competencies individuals need to succeed are also changing. The education system needs to be flexible to respond to these changes in demand for skills and knowledge, and to the needs of learners throughout their lives. Content, teaching approaches and educational environments must adapt to these demands.

Improving flexibility, responsiveness and choice, and exploring alternative models for teaching and learning, will help build an education system that can adapt to change in the 21st-century.

Learners experiencing success as they progress through each stage of learning is integral to their ongoing achievement. From early childhood through to tertiary education, industry training and workplace learning, the ways in which the education system supports learners are integral to their ongoing participation and engagement.

Education is the primary vehicle for the development of knowledge, skills and competencies. The education system has a particular role to support and drive innovation and economic growth through research, tertiary education, and skilled trade training which meets specific regional needs. As well as being a significant producer of research, the tertiary education sector makes a contribution by training new researchers and upskilling the current research workforce. International education strengthens our capability through international research links and collaborative programmes.

What are we seeking to achieve?

We want to develop an education system with the capacity to adapt and respond to the needs of our increasingly complex and diverse society. This will ensure that the education system is responsive to the needs of individuals and their communities, and cultivates their skills and capacities to learn, generate and transfer knowledge and understanding, now and in the future.

We want to increase and improve the level of interaction and partnership between tertiary education and industry, to increase education's contribution to economic development. We want tertiary qualifications to be more relevant, and the tertiary education system to more effectively transfer new knowledge to industry and other users. Māori organisations and iwi will develop and manage their assets to gain greater economic benefits where they are supported through the development of knowledge and technologies that make the most of Māori innovation and enterprise.

We have two intermediate outcomes:

- ▲ building an education system for the 21st-century
- ▲ increasing education's contribution to economic transformation and innovation through new knowledge, skills and research.

What will we do to achieve this?

We are already involved in a number of programmes to make the education system more responsive to economic and social changes in 21st-century life. These include:

- ▲ the implementation of The New Zealand Curriculum, the Tertiary Education Strategy and the International Education Agenda
- ▲ refinement of the qualifications framework
- ▲ a framework for Information and Communications Technologies (ICT) investment to support improved education outcomes
- ▲ supporting the development of sustainable schools which build learning environments that promote 21st-century approaches to learning and teaching.

We will continue to embed the principle of personalising learning into the education system. We will improve how and when we use evidence and reporting information to support the system to be more responsive to all those within the system, and to changes in society and the economy.

Priorities three and four in the Statement of Tertiary Education Priorities 2008-10 have set the expectations for the tertiary system to increase the achievement of advanced trade, technical and professional qualifications to meet

regional and national industry needs, and improve research connections and links to create economic opportunities. The Tertiary Education Commission and institutes of technology and polytechnics will lead regional engagement across education and training providers, industry training organisations, community organisations, iwi, Māori, Pasifika communities and wider stakeholders, to build a shared understanding of regional tertiary education needs, gaps and priorities.

The ministry will advise on system-level outcomes in the tertiary sector and their contribution to innovation and economic transformation, and adjust priorities and investment where necessary. We will work with the Ministry of Economic Development, the Ministry of Research, Science and Technology, the Foundation for Research, Science and Technology, New Zealand Trade and Enterprise and the Tertiary Education Commission to ensure greater cooperation and coordination between the government agencies responsible for policy advice and funding in teaching and learning, research and development, and business assistance.

We will support education Crown entities through the development of performance measures and by monitoring the effectiveness of policy interventions and system-level changes.

We will work with other agencies and social partners (Business NZ and the Combined Trade Union) to advance the Unified Skills Strategy, which aims to better match the supply of skills through education with workplace and industry needs. In particular, the ministry will take the lead in reviewing the qualifications system to ensure it is relevant and provides pathways for lifelong learning.

We will manage implementation of the International Education Agenda to ensure that New Zealand continues to benefit from international research links, students with greater global understanding, strengthened international relationships, and other contributors to economic growth and national identity.

How will we demonstrate success in achieving this?

We will see increasing responsiveness to the needs of students, and innovation in the development of teaching and learning, in line with the values in The New Zealand Curriculum. We will monitor the impact of these changes on levels of qualifications achieved by young people leaving formal education, and the level of employer satisfaction in the values displayed by new entrants in the labour market.

We will develop and then use measures of how quickly and how well new initiatives and policies are embedded into the education system, particularly those relating to changes in teaching methods, assessment standards, and implementation of new technologies for use in teaching and learning.

Through our monitoring of the Tertiary Education Strategy and Statement of Tertiary Education Priorities, we will demonstrate progress in terms of participation, completion and progression to advanced-level trade, technical and professional qualifications.

We will measure progress towards improved research connections and links to create economic opportunities through increased research contract income for tertiary providers from industry, and tertiary institutions being used as a source of advice by industry, leading to increased cooperation and placement of research students in industry and business.

We will monitor the position of New Zealand tertiary education and research in the international arena, looking at research links and joint programmes, numbers of international students and levels of funding coming to New Zealand tertiary institutions, and New Zealand students' international awareness and understanding.

Objective: Education agencies work efficiently and effectively to achieve education outcomes

Why is this important?

The ministry's ability to deliver its core services and major initiatives depends on the capacity and capability of our people and physical resources. It also depends on our ability to work effectively with other agencies across government, and provide leadership to other agencies in the education sector. This requires a planned approach to investment and prioritisation.

The ministry recognises that solutions to complex problems, and the realisation of opportunities to improve outcomes, are much more likely to occur through inter-agency approaches where organisations collectively use a wider range of expertise, operational capabilities and relationships, than those available within a single agency.

The Development Goals for the State Services and the strategies that underpin them recognise this, and as a consequence require agencies to take a planned approach to capacity and capability, and to inter-agency collaboration. These Goals are a major driver for the work of the ministry over the next three to five years in building the capabilities that support organisational success.

What are we seeking to achieve?

We are seeking to build leadership, accountability, relationships, competence and confidence by:

- ▲ Attracting, retaining and engaging a skilled workforce within the ministry in an environment that is increasingly competitive, and where workforce shortages in particular

categories are likely to be a continuing feature. We need to build our capacity to work effectively for and with Māori. We need to build our capacity to work with Pasifika peoples, particularly in leadership roles.

- ▲ Meeting increasing public and sector expectations of ease of access to information. This means that we have to enable agencies and the education sector to transmit and receive information effectively and efficiently, through technologies that are secure and compatible across organisations.
- ▲ Embedding programme management methods across the ministry to enable delivery of large-scale policy or systems work programmes, and including those that involve other agencies.
- ▲ Ensuring that the ministry's operations are supported nationally by fit-for-purpose business processes and information systems that enable staff to meet rising public and sector expectations of quality and timeliness.
- ▲ Meeting expectations on public sector agencies to implement enhanced Capital Asset Management (CAM), and developing clearer outcomes-focused accountability reporting.

What will we do to achieve this?

We will continue a staged programme of work that delivers on the milestones and indicators outlined under the Development Goals for the State Services. The work encompasses:

- ▲ workforce development and building the leadership and management capabilities that enable an engaged workforce
- ▲ coordination with other government agencies on major policy initiatives such as Schools Plus
- ▲ working with other education agencies to develop information systems and technology solutions, and improved sustainability and other related initiatives
- ▲ developing and implementing strategies, policies and programmes that build awareness and knowledge of the evidence base supporting Ka Hikitia – Managing for Success
- ▲ building the capability and engagement of staff, which support us to meet our Treaty obligations
- ▲ building the capability and engagement of staff to deliver the goals of the Pasifika Education Plan
- ▲ working in a much more coherent and connected fashion with whānau and communities
- ▲ improving the visibility and accessibility of our services to the public and to the education sector.

We will also begin to roll out improved knowledge management capability through an electronic document management system.

In 2008/09 we intend to:

- ▲ implement a leadership and management development programme in the ministry that will link to wider public sector resources
- ▲ undertake the second iteration of the Staff Engagement Survey – an evidence-based process that enables each manager to initiate changes that lead directly to higher productivity, stakeholder confidence and staff retention. At an organisational level our response to the initial survey in 2007/08 has focused on better internal communications and better prioritisation so staff know what is expected of them. Individual managers have also developed their own action plans
- ▲ use the employer branding research for the public sector to improve understanding externally of the career opportunities available in the ministry
- ▲ embed the State Sector Code of Conduct to ensure that all our integrity processes support the State Sector Goal of Trusted State Servants
- ▲ continue our participation in the Government Shared Network (GSN) and other whole-of-government information and communication technology (ICT) and related initiatives
- ▲ progress, with other education sector agencies, major ICT initiatives in relation to authentication and integration of systems to support information flows in the early childhood, schooling and tertiary education sectors
- ▲ continue to strengthen our governance arrangements to ensure that we can achieve the best value for money from our funding, and as part of this implement the new Capital Asset Management standards
- ▲ complete a major redesign of our external websites to enable more accessible information for the public and communities of interest.

How will we demonstrate success in achieving this?

We will see a rise in ratings in our Staff Engagement Survey and improved retention across all workforce categories. We will have a workforce plan for key categories of staff where there are supply pressures, particularly our special education, policy and information technology workforces. Perceptions of the ministry among potential employees will be more positive.

We will have met expectations in relation to the implementation of whole-of-government initiatives, the new Capital Asset

Management requirements and our ICT programme. Education agencies and the education sector will experience substantive improvements in the accessibility of information systems.

The public and the education sector will experience major improvements in the accessibility of information through our websites.

Managing in a changeable operating environment

Following establishment of the Leadership Team as part of the organisational realignment in late 2006, we have worked to strengthen its leadership and accountability, and enhance its decision-making. Governance structures were also reviewed, resulting in the establishment of two new governance boards during 2007. The Strategy and Implementation Board oversees major policy and strategy development and projects, and the Regional Board looks to integrate the knowledge and experience of our regional staff into the policy development process. These boards are sub-groups of the Leadership Team, and ensure close strategic direction and oversight on key areas of focus. The terms of reference for the Audit Committee are being revised, and will ensure a higher proportion of external representation. Information and communication technology (ICT) governance has also been strengthened.

We are developing a longer-term organisational assurance and risk framework to support how the ministry identifies and manages risks at different levels within the organisation. This will provide an improved structure for risk management and reporting, and a tool to support staff in making judgements about risk. The Leadership Team also canvasses risk issues weekly.

Following on from strengthened business planning processes put in place for the 2008/09 financial year, we will improve our performance measures to ensure they provide better information about our progress against intended outcomes. Improved reporting mechanisms will provide the Leadership Team and governance boards with more timely and relevant information with which to identify and manage risks.

The ministry has identified five broad categories of risk which have the potential to affect the achievement of the outcomes set out in this Statement of Intent. These are outlined below with a summary of the mitigation strategies.

Area of risk	Mitigation Approach
Ability to directly influence educational outcomes (for example, through its management of key policies and strategies such as Schools Plus, Ka Hikitia – Managing for Success, Pasifika Education Plan)	Building: <ul style="list-style-type: none"> ▲ alignment and focus, through business planning, use of the evidence base and prioritisation ▲ communications and stakeholder consultation and feedback processes ▲ understanding of and responsiveness to sector and stakeholder issues ▲ use of evidence and evaluation to focus effort on the most effective investments and initiatives.
Ability to provide effective leadership	Further developing and strengthening: <ul style="list-style-type: none"> ▲ governance structures and capability ▲ proactive leadership of cross-government initiatives ▲ clear specification of roles and responsibilities ▲ effective monitoring of agency performance.
Ability to manage and implement key government strategies	Further developing and strengthening: <ul style="list-style-type: none"> ▲ policy planning, implementation and programme management capabilities and processes ▲ risk management capability ▲ quality frameworks for core business processes.
Ability to manage internal organisational issues	Continuing to improve a number of core internal business processes, including: <ul style="list-style-type: none"> ▲ management planning and reporting, processes and support ▲ internal communication practices ▲ performance management system and skills ▲ the relevance and effectiveness of policies.
Ability to manage particular issues	Continuing to strengthen the ability to identify and respond to emerging issues, in order to manage them earlier and more effectively.

Assessing organisational health and capability

The ministry undertook a comprehensive analysis of its organisational health and capability during 2006, with the strategic assessment completed as part of the Organisation Development Programme. The State Services Commission's Education Sector Review, released in July 2005, provided an external perspective on how well the ministry was performing, with a particular focus on its leadership of the education Crown entities and responsibility for key change programmes within the senior secondary and tertiary education sectors. These reviews provided a platform for subsequent, more detailed and specific assessments, the results of which have informed the development of the Organisational Success strategic priority, and shaped how we plan to strengthen organisational health and capability to achieve intended outcomes and advance the Development Goals for the State Services.

Employer of choice

Our response to the first Gallup Engagement Survey in 2007 includes:

- ▲ enhanced business planning and prioritisation to ensure staff are clear about what the organisation is expected to deliver
- ▲ enhanced internal communications.

To ensure staff are supported with the appropriate tools to do their jobs, a number of significant reviews of information systems and business processes are underway, including:

- ▲ developing a new knowledge management system, with the introduction of an electronic document management system later in 2008, and the launch of an improved intranet and external website
- ▲ a strengthened property management programme through new information systems and business processes

- ▲ upgrading the ministry's financial reporting tools
- ▲ a planned major upgrade of HR information and payroll systems.

A review of the competencies framework is required and the Lominger framework is to be piloted in one area as a precursor to this. Role clarity and refreshed and clear expectations of competence required for roles should make for measurable improvement in engagement of the ministry's staff.

The Relationship Agreement will guide the continuing development of the relationship between the ministry, the New Zealand Educational Institute (NZEI) and the Public Service Association (PSA). During 2008/09 a joint training programme for managers and union delegates will be developed and implemented.

The signing of the Partnership for Quality Agreement between the Government, State Services Commissioner and PSA has provided a State Services-wide context for a Partnership for Quality agreement being developed by the ministry and the PSA. This Agreement will provide for the continued development of Partnership for Quality within the ministry, and includes a work programme of initiatives jointly agreed as priorities.

Networked state services

A number of activities are underway which support this goal. The ICT Strategic Framework for Education 2008-12 will be released during 2008, updating the 2006-07 strategy, and contributing to the goals of the National Digital Strategy. Its purpose is to inform and guide the education sector on information and communications technologies (ICT) investment to support improved education outcomes. It is targeted at central education agencies as well as organisations within the wider education sector, and continues a focus on the elements of connectivity, content, capability and confidence. As part of the connectivity outcome, and to advance the goal of Networked State Services, the ministry leads the development of shared ICT services to support collaboration between education organisations, and supports the sector to take advantage of existing shared services in the wider government and public sector.

In respect of the education sector and agencies, key work is proceeding towards a shared sector register, common integration services tools linking applications with common data needs, and a single integrated process for authorisation and authentication. Agencies support and are committed to use whole-of-government ICT-related initiatives, such as the Government Logon Service and Identity Verification Service, where they meet business needs. In addition, further work is being done on rolling out the National Student Number across all schools, and linking this with core

management systems. This wider work includes working with the agencies and schools on core data requirements and interoperability between systems. Following successful work with Schools Management Systems, this has the potential to be extended to Learning Management Systems which also use common data.

Value for money

The evaluation strategy and sector indicators programme continue to provide a framework for how we undertake monitoring and evaluation. A stocktake of our evaluative activity has highlighted the need to improve our prioritisation, our understanding of what good evaluation is, and how to use evaluative information better. The Strategy and Implementation Board will fulfil the strategic evaluation function – providing strategic coordination and oversight of evaluative activity, and quality assurance and improvement in our evaluative capability. An evaluation register will be completed in 2008, and mapped against the ministry priority outcomes. Work in this area aims to ensure evaluations are completed in critical areas, to embed evaluative activity and thinking across the organisation and to ensure the Leadership Team is aware of critical evaluations of key work.

We are initiating work to look at our value for money and prioritisation processes, with the overall goal of increasing the ministry's understanding of the relationship between public expenditure on education and education outcomes. In the next year this work will include analysis to increase our understanding of how the components of Vote Education contribute to education outcomes, exploration of drivers of education expenditure in the medium-to long-term and their implications for investment decisions, and development and promulgation of tools to analyse the value for money of education programmes.

Coordinated state agencies

The ministry has strengthened its leadership role in the education sector. It is responsible for leading significant change programmes across the education sector and other government agencies, to achieve outcomes through the implementation of sector strategies such as the Early Childhood Education Strategic Plan, literacy and numeracy strategies, The New Zealand Curriculum, the development and implementation of Schools Plus, and population strategies such as the Pasifika Education Plan and Ka Hikitia – Managing for Success. The ministry is providing a broader education perspective to programmes led by others, such as the Unified Skills Strategy, and the innovation agencies' alignment project.

The Secretary for Education is building her sector leadership role through the education agencies leadership forum. This group provides collective strategic leadership in areas contributing to improved performance and transformation

of the system overall. In 2008, the group agreed a set of shared sector outcomes, which inform the operating intentions of each agency's Statement of Intent and contribute to the Goal of Coordinated State Agencies.

Accessible state services

Engagement with a wide group of stakeholders is a priority for the ministry. This ensures the ministry's work is informed by and responds to the needs of stakeholders. A strategy is being developed that recognises the importance of reaching beyond the education sector to employers and a wide range of community groups. Engagement with Māori has been extensive in the development of Ka Hikitia – Managing for Success and this will continue as the strategy is implemented. We have a strong engagement strategy with Pasifika Advisory groups and youth and community fono across the country. The external relationship management strategy will include a review of current channels of communication, including the Education Gazette, websites and corporate publications.

The ministry works closely with other agencies to ensure coordinated and effective specialist education services. Some examples of current joint work are the Newborn Hearing Screening Programme and the B4 School Check, being delivered jointly with the Ministry of Health. Working together, these national programmes will ensure that children with special education needs are referred appropriately. We are also aware that many issues cannot be dealt with by one agency alone. The Interagency Plan for Conduct Disorder/Severe Anti-Social Behaviour builds on the Intersectoral Strategy for Children and Young People with High and Complex Needs, the Severe Behaviour Initiative in Schools and the early intervention focus of the Youth Offending Strategy. It brings together Group Special Education and the wider ministry, the Ministry of Health and the Ministry of Social Development, to ensure effective action to work with parents and other agencies, as this issue cannot be addressed by schools alone.

The ministry has a number of information and communications technologies (ICT) workstreams currently underway which contribute to the development Goal of Accessible State Services, including redevelopment of the ministry's external website scheduled for completion this year. An Electronic Document Management System is being introduced to meet requirements under the Public Records Act 2005 and to improve document management and access to information. The ministry is involved with the redevelopment of a number of education-based websites used by principals, teachers, communities and learners, to meet usability standards and user needs. As part of this work, the underlying business process for determining how best to communicate and make information accessible to meet the individual requirements is also being assessed.

Trusted state services

Internally there are a number of initiatives underway to build leadership and management capability in our staff. The Human Resources Learning and Development Strategy is underway. A number of parts of the programme that will underpin the strategy have been completed. These include ongoing manager induction sessions and other training modules for managers.

Following a stocktake of 2007 business plans, new processes were put in place to support prioritisation and business planning for 2008, including the development of templates and guidance, and training for all managers with a role in the preparation of group business plans. Annual stocktakes of business plans will indicate the extent to which these processes have contributed to more coherent and outcomes-focused business planning.

The way that we work internally with each other and externally with the sector influences the way our advice and services are perceived, and our ability to focus on results. A particular area of focus currently is our policy capability and processes. We have established a Cabinet Paper Quality Assurance Panel to ensure that Cabinet papers meet quality standards. We are continuing to provide plain English writing courses to our staff. These are short-term responses that complement longer-term work to improve the quality of our advice through a policy capability project and the learning and development framework. External benchmarking will provide a measure of our success.

We are developing new approaches to the way we do our work, as programme management processes used in ICT projects are now being extended to major policy projects. Schools Plus will be developed by staff in a dedicated programme office with secondees from other agencies, and an internal governance group to provide direction to and oversight of the programme. This cross-functional approach will be used as a model for how we direct our effort and resources.

Measures of organisational health and capability

We will maintain oversight of our organisational health and capability through the following measures:

- ▲ financial ratios
- ▲ staff retention rates, length of service and unexplained absences
- ▲ results of the engagement survey
- ▲ ACC incident and accident rates.

Pay and employment equity

The review of pay and employment equity for ministry staff has been completed and recommendations arising from it have been agreed. During 2008 we are completing a pay investigation for the largest occupational work group, covering 800-1,000 support workers in special education. Over the 2008/09 year we will plan how to address the other recommendations arising from the review.

We will be reviewing our policies and processes in light of the new Equality and Diversity: New Zealand Public Service Equal Employment Opportunities Policy to ensure we can accommodate the shifts in emphasis. Our new People Strategy will be developed and implemented.

We are reviewing our recruitment process, and expect to improve the technology that supports that process. This will also give us better demographic information over time about our workforce and applicants for our vacancies, and enable better monitoring of any disparities in pay rates across demographic groups and the composition of our workforce.

In accordance with Government's Pay and Employment Equity Plan of Action, we are currently progressing reviews of pay and employment equity in the compulsory education and tertiary sectors, and have begun a review of the kindergarten sector. Tri-partite and bi-partite groups have been formed for each review.

Departmental capital intentions

The ministry manages almost \$10 billion of assets across New Zealand, including approximately \$9.7 billion of school property assets. School Sector Property expenditure must meet performance standards in respect of the quantity of activities achieved.

School property assets management includes demographic analysis of population change to determine future requirements for the location and size of schools. The investment in school property allows 21st-century learning environments to be created in new and upgraded schools.

Under self-management, existing schools can prioritise capital funded through five-year agreements to create 21st-century learning environments.

In 2008/09 the following significant school property initiatives are planned:

- ▲ \$121 million capital expenditure to build capacity in the school portfolio to support roll growth in high demand areas (through new school construction and site purchases)
- ▲ \$36 million expenditure for kura kaupapa Māori and wharekura

- ▲ \$30 million for the provision of 130 classrooms and five gyms for roll growth
- ▲ \$15 million for the School Property Guide programme
- ▲ \$135 million to support the ongoing five-year property programme.

Information and communications technologies related capital expenditure includes projects that impact on the wider education sector and are focused on improving and sharing information, linking agencies and improving access. These support Development Goals for the State Services of Networked State Services and Accessible State Services, and include:

- ▲ extending National Student Number to all schools
- ▲ implementation of core architecture for sector logon (Education Sector Authentication and Authorisation) to central systems and for sharing information (Education Sector Integration Services)
- ▲ Shared Sector Register.

Expenditure is incurred only after approval of the capital programme for the year, and for larger projects (including all ICT and School Property projects) upon approval of a detailed business case.

Project management committees monitor all significant capital programmes.

Information and communications technologies and property capital programmes are overseen by governance boards.

Strong project management disciplines are applied to all significant projects, whereby capital programmes are monitored and managed across the development and implementation cycle, including monitoring progress against milestones and against budgets at each stage.

For significant projects, reviews at key stages require the update of a project business case to confirm the ongoing viability of the project, and that net realisable benefits outlined in the original business case remain achievable. The release of funding for the next stage of a project is linked to the approval of the updated business case.

The Ministry of Education is categorised as a capital-intensive agency for Capital Asset Management purposes. During the 2008/09 year the ministry will begin ensuring advanced asset management practices are in place.

The following table outlines the ministry's intended capital expenditure programme.

Department capital intentions	2007/08 ³ (\$M)	2008/09 (\$M)	2009/10 (\$M)	2010/11 (\$M)	2011/12 (\$M)
Property, Plant and Equipment					
School Sector Property and Housing:					
▲ School Land	68.900	5.500	20.000	25.000	25.000
▲ School Buildings	412.064	452.054	429.900	389.900	389.900
▲ Residential Buildings	0.160	0.100	0.100	0.100	0.100
Ministry Chattels:					
▲ Computer Hardware	3.399	5.000	5.000	5.000	5.000
▲ Furniture and Fittings	9.382	3.812	3.812	3.812	3.812
▲ Plant and Equipment	1.000	0.350	0.250	0.250	0.250
▲ Motor Vehicles	2.267	2.267	2.267	2.267	2.267
Total Property, Plant and Equipment	497.172	469.083	461.329	426.329	426.329
Intangibles					
▲ Computer Software	21.528	14.345	13.477	8.000	8.000
Total Intangibles	21.528	14.345	13.477	8.000	8.000
Total Property, Plant, Equipment and Intangibles	518.700	483.428	474.806	434.329	434.329

³ Forecast for current year at time of printing

Appendix 1: Key documents

Selection of the outcomes, objectives and measures outlined in the operating intentions section was informed by a range of evidence, research and indicator information. Examples include:

- ▲ The State of Education in New Zealand report 2007, which pulls together existing education indicators on participation, achievement, effective teaching, labour market outcomes and resourcing across the early childhood, schooling and tertiary sectors, highlighting why participation, engagement and achievement are important and how we are doing.
- ▲ The annual Profile and Trends reports on the tertiary education sector, which bring together statistics on participation, achievement, resourcing, capability, research and other factors, covering New Zealand's diverse range of tertiary education learners, providers and programmes.
- ▲ The best evidence synthesis iterations, which have since 2003 helped to draw together, explain and illustrate what makes a difference to student outcomes. Syntheses to date have focused on the complexity of community and family influences on children's achievement, quality teaching, early foundations and characteristics of professional development linked to children's learning in early childhood settings, high-quality teaching for a diverse range of students in schooling, effective teaching in mathematics and, most recently, teacher professional learning and development.
- ▲ Work done to research, consult on and develop sector and population strategies (as listed below) has added to our understanding of what is most important for children and students to succeed in education and to achieve their potential.
- ▲ The Student Outcome Overview 2001-2005 (Research Findings on Student Achievement in Reading, Writing and Mathematics in New Zealand Schools), which highlights the wide spread of achievement in reading and mathematics in schooling years compared to other highly achieving countries. Literacy and numeracy professional development projects and schooling improvement projects have produced very significant positive shifts in reading, writing and mathematics achievement for low-achieving students in participating schools.
- ▲ Findings of Competent Learners @ 16: Competency Performance and Development Over Time are consistent with results from previous phases of Competent Children, Competent Learners, which highlight the importance of developing early numeracy and literacy skills for later success.

- ▲ Picking Up the Pace research into raising literacy achievement of children in decile one schools.

The documents referred to above, and a wide range of further documents including statistical, research and evaluation publications and education sector indicator information, are available on the ministry's website for statistics and research – Education Counts (www.educationcounts.edcentre.govt.nz).

Early childhood education

- ▲ Pathways to the Future: Ngā Huarahi Arataki – A 10-year Strategic Plan for Early Childhood Education 2002-2012

Schooling sector

- ▲ The New Zealand Curriculum for English-medium teaching and learning in years 1-13
- ▲ 2006 New Zealand Schools Ngā Kura O Aotearoa – A report on the Compulsory School Sector in New Zealand (2007)

Tertiary sector

- ▲ Tertiary Education Strategy 2007-2012 (December 2006)
- ▲ Tertiary Education Strategy monitoring reports
- ▲ Profile and Trends 2006: New Zealand's Tertiary Education Sector (November 2007)

Strengthening Māori educational achievement

- ▲ Ka Hikitia – Managing for Success: Māori Education Strategy 2008-2012 (2008)
- ▲ Ngā Haeata Mātauranga: Annual Report on Māori Education 2006/07 (December 2007)

Strengthening Pasifika educational achievement

- ▲ Pasifika Education Plan 2006-2010 (June 2006)

Strengthening outcomes for students with special education needs

- ▲ Special Education Action Plan: Better Outcomes for Children 2006-2011
- ▲ The New Zealand Disability Strategy – Making a World of Difference: Whakanui Oranga

Strengthening outcomes for all ethnic groups

- ▲ Ethnic Perspectives in Policy – Helping Ethnic People be Seen, Heard, Included and Accepted

International education

- ▲ International Education Agenda: A Strategy for 2007-2012 (August 2007)

Information and communications technologies

- ▲ ICT Strategic Framework for Education (2008-2012) (for consultation March 2008)

Appendix 2: Glossary

Term	Definition
Assessment Tools for Teaching and Learning (asTTle)	Assessment Tools for Teaching and Learning (asTTle) is an educational resource for assessing reading, writing and mathematics for students in years 4 to 12. The primary purpose of asTTle is to provide a tool for teachers to assess individual students' learning needs.
B4 School Checks (Before School Checks)	B4 School Checks are universal health checks that will be offered to all four-year olds nationally by District Health Boards. Checks include general health, oral health, vision, hearing, behaviour and development, and will be rolled out during 2008.
Best Evidence Syntheses (BES)	The best evidence synthesis iterations draw together, explain and illustrate through vignette and case studies, bodies of evidence about what makes a difference to improve education outcomes.
Career Services	Career Services assists in the achievement of government education, training and employment goals through the provision of high-quality career information, advice and guidance services.
District Truancy Services	District Truancy Services support schools to manage truancy by receiving and responding to referrals from schools of students who have unjustified absences. The District Truancy Services then provide schools with the information to enable them to implement a course of action designed to ensure a student attends school regularly.
Early Leaving Exemption	Parents may apply for students to leave school before the age of 16. The application must be based in the students' educational problems or conduct, or estimated benefit of their staying at school. Students granted an Early Leaving Exemption can take up training courses, enrol in a tertiary education organisation, or begin full-time employment.
edCentre	An online gateway to information about New Zealand education. It provides access to educational services and advice for organisations and people at all stages of their lives.
Education Counts	An online resource to increase the availability and accessibility of information about education statistics and research. Education Counts can be considered a "one-stop shop" for such information including demographic, contextual, statistical, analysis, and technical information to support the use and interpretation of data.
The Education Review Office (ERO)	The Education Review Office (ERO) is the government department which reviews and reports publicly on the quality of education in all New Zealand schools and early childhood education services, including private schools, kura kaupapa Māori (Māori language immersion schools), special schools and ngā kohanga reo (Māori language early childhood education groups).
Free ECE	From 1 July 2007, up to 20 hours of Free ECE each week is available to three- and four-year-old children in participating kōhanga reo and teacher-led ECE services (kindergartens, centre based and home based).
Gateway	Programme to build links between schools and businesses and allow schools to offer work-based learning opportunities to their students. Administered by the Tertiary Education Commission.
Information and Communications Technologies (ICT)	ICT includes any communication device or application, encompassing: radio, television, cellular phones, computer and network hardware and software, satellite systems and so on, as well as the various services and applications associated with them, such as videoconferencing and distance learning.
National Administration Guidelines (NAGs)	National Administration Guidelines are guidelines and/or requirements relating to school administration.
National Certificate of Educational Achievement (NCEA)	National Certificate of Educational Achievement (NCEA) is New Zealand's main national qualification for secondary school students and part of the National Qualifications Framework.

Term	Definition
National Digital Strategy	The Digital Strategy (2005) is the Government's five-year action plan to create a digital future for all New Zealanders, using information and communications technology.
National Student Number (NSN)	A National Student Number is a unique identifier for students enrolled with an education provider, used for monitoring, resourcing, statistical, research and records purposes.
New Zealand Educational Institute Te Riu Roa (NZEI)	The New Zealand Educational Institute Te Riu Roa (NZEI) is a professional and industrial education union representing staff employed in primary, secondary and area schools, early childhood education centres, specialist education services and colleges of education.
The New Zealand Qualifications Authority (NZQA)	The New Zealand Qualifications Authority (NZQA) provides national and international leadership in assessment and qualifications. NZQA provides quality assurance for secondary and tertiary qualifications and education providers, recognition of qualifications including from overseas, administration of national assessment for secondary qualifications, administration of the New Zealand Register of Quality Assured Qualifications and stewardship of the National Qualifications System.
New Zealand Teachers Council	The New Zealand Teachers Council is the professional body for all registered teachers working in early childhood, primary, secondary, tertiary and other teaching situations. It has responsibility for teacher registration, oversight of teacher education, and a role in teacher conduct and performance issues.
Public Service Association (PSA)	The Public Service Association (PSA) is a state sector union covering members in the public service, health services, local government, Crown agencies and private business.
Schools Plus	Schools Plus is the Government's policy, currently being developed, which aims to achieve the goal that all young people are in education, skills, or structured learning, relevant to their needs and abilities, until the age of 18.
Severe Behaviour Initiative	The Severe Behaviour Initiative is a programme designed to provide assessment and intervention which will make an ongoing positive difference for students with severe behaviour difficulties.
Tertiary Education Commission (TEC)	The Tertiary Education Commission (TEC) gives effect to the government's priorities for tertiary education, and funds post-compulsory education and training offered by universities, institutes of technology and polytechnics, colleges of education, wananga, private training establishments, foundation education agencies, industry training organisations, and adult and community education providers.
Tertiary Education Strategy (TES)	The Tertiary Education Strategy (TES) 2007-2012 (incorporating the Statement of Tertiary Education Priorities 2008-2010) outlines the key priorities and strategic objectives for tertiary education over the next five years.
Unified Skills Strategy	The Unified Skills Strategy will be developed by a cross-government, business and industry forum. It will deliver a shared vision to ensure New Zealand individuals and organisations are able to develop and use the skills needed in the workplaces of the future.