



THE MINISTRY OF EDUCATION

# Four Year Plan 2015-2019

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**Better education for New Zealand**

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New Zealand Government





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# Guide to this plan

## Part 1 Who we are

Part 1 talks about who we are, our roles and responsibilities and our behaviours. It outlines what being steward of the education system means and our absolute focus on helping the system to increase educational achievement for every child and every student, giving them the skills they need for life and work.

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## Part 2 Our plan

This section brings together the Vote Education and Vote Tertiary Education goals and actions into a single plan. The plan outlines our short and longer-term goals for the education system and how those contribute to New Zealand's social, cultural and economic well-being. Here we outline our key policy and operational priorities for the next four years. These priorities are agreed with the Minister of Education and the Minister for Tertiary Education, Skills and Employment.

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## Part 3 Our delivery

This section describes our internal priorities for development and how we align our resources to deliver our strategic priorities.









# Foreword

## Minister of Education

**Hon Hekia Parata**  
*Minister of Education*

Our Government has high aspirations for our children and young people. We want every child to get the best possible education, so that they can reach their full potential and be successful at home and in the competitive global economy. Our education system must deliver high-quality teaching, leadership and learning that develops the resourcefulness, skills, and capability of future generations of New Zealanders.

The best in our education system rank among the top performers in the world. Most young New Zealanders are getting what they need and are doing well. But 'most' is not enough. We need an education system that helps every New Zealander reach their potential. We have set ambitious Better Public Services targets and are making great progress with children starting earlier in education, staying longer, and leaving better qualified. But there is more to be achieved.

The New Zealand education system is the platform for these aspirations. Over the next three to five years, I see an opportunity for change – a chance to ensure the system fits the needs of the 21st century. It is timely to look at our legislation, funding model, who makes decisions at what level and how schools can work together to accelerate achievement. Making sure these crucial parts of our education system are fit for the 21st century will ensure we give our young people the opportunities they deserve, and our nation requires.

We can't and won't achieve our aspirations in isolation. We will work across the social sector and government to find those young people who need more help in and out of school, and make sure they

get the right kind of support at the right time for them – regardless of which department needs to provide that help. Working together, we will target our investment to get the best returns for kids and for New Zealand.

As the Minister of Education, I look to the Ministry of Education as steward of the education system to lead this effort. The Ministry will work closely with education leaders alongside parents and communities to raise achievement and help every child and young person succeed.

### **Statement of Ministerial responsibility**

I am satisfied that the information on strategic intentions prepared by the Ministry of Education is consistent with the policies and performance expectations of the Government.

# Foreword

## Minister for Tertiary Education, Skills and Employment



**Hon Steven Joyce**  
*Minister for Tertiary Education,  
Skills and Employment*

Tertiary education provides New Zealanders with the skills and knowledge they need to improve their lives and the lives of others. It is a passport to success for individuals in our society and supports wider economic growth and prosperity.

The Government has set ambitious goals through the Better Public Services targets and Business Growth Agenda to improve economic and social outcomes for all New Zealanders. The performance of the tertiary education system is key to achieving a number of these goals.

We have already improved the performance of the tertiary education system. Young people have more options when moving from school to tertiary education and employment through the Youth Guarantee, supported by Vocational Pathways. We have improved the quality of information to students through initiatives such as the job profile builder tool and occupational outlook app. We have revitalised industry training, including launching New Zealand Apprenticeships and expanding Māori and Pasifika Trades Training, and strengthened tertiary education research by increasing the Performance-Based Research Fund and funding new Centres of Research Excellence. We have increased the value of international education to \$2.85 billion.

We have also improved the value for money of the tertiary education system by reducing spending in low-value areas and better targeting need, and reinvesting the resulting savings in policies to improve system performance.

Over the next four years, the implementation of the Tertiary Education Strategy 2014-2019 will help ensure the tertiary education system is more outward-focused, with strong links to industry, community and the global economy. We will make better use of information, including on employment outcomes, to improve decision-making and strengthen linkages between education and the labour market. We will continue to provide students with high-quality, user-friendly information about the tertiary system and post-study outcomes to support their decision-making. Young people will have more choices about how and where they achieve NCEA Level 2 or equivalent qualifications. Vocational Pathways will be extended to Level 3, and foundation education will be fees-free. There will be more places available in Māori and Pasifika Trades Training, and more engineering graduates. We will also make changes to the tertiary education funding system that will support relevance and responsiveness.

We are committed to having a tertiary education system that supports people from all backgrounds to develop the skills they need to succeed and that helps businesses attract the skilled people they need to prosper. This will help New Zealand to be productive and competitive and a highly attractive place to live and work.

### **Statement of Ministerial responsibility**

I am satisfied that the information on strategic intentions prepared by the Ministry of Education is consistent with the policies and performance expectations of the Government.



# Introduction

## Secretary for Education

**Peter Hughes**  
*Secretary for Education*

Education creates better life choices for New Zealanders. Better educated people are more likely to be healthy, prosperous and satisfied with their lives. This also has a positive flow-on effect on our society and the economy. Success in education is even more important for young people growing up in hardship, helping them find a better future.

New Zealand has a strong education system with many successes. Our results are testament to the hard work of students, their parents and families, teachers and education system leaders. But we are losing ground in some areas and there is more to be done, particularly for Māori and Pasifika, children from low income families and those with special needs. For these groups, the rate of progress is not fast enough.

More students than ever before are getting NCEA Level 2 and more adults are gaining advanced trade qualifications, diplomas and degrees. But disparity of achievement remains. International studies show we are falling behind in some areas of schooling and gaps in achievement are increasing in some places. We must do better.

We can do better by improving the quality, relevance and reach of education. We will focus on how well the education system delivers the skills, experiences and qualifications today's young people need to succeed in life and work. And we will ensure that there are clear pathways through and from education available for all.

Our Four Year Plan outlines our priorities and how we will continue to improve the education system and its results. We will look closely at how the system works overall and its core legislation and funding systems to ensure it focuses on learners and outcomes, not processes.

At a local level we will target support and investment where it will make the most difference. And we will work with colleagues in the education sector, parents, communities and other government agencies helping them to play a more significant role in educational success.

Together we will improve our education system and raise achievement for children, young people and all New Zealanders.

### **Chief Executive's statement of responsibility**

In signing this information, I acknowledge that I am responsible for the information on strategic intentions for the Ministry of Education. This information has been prepared in accordance with the Public Finance Act 1989 (sections 38 and 40).





# PART 1

## **Who we are**

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This section talks about who we are, our roles and responsibilities and our behaviours. It outlines what being steward of the education system means and our absolute focus on helping the system to increase educational achievement for every child and every student, giving them the skills they need for life and work.



## PART 1

# Who we are

### The Ministry's role

The Ministry of Education is the lead advisor to the Government on education: early childhood education, primary and secondary education and tertiary education. We are also the steward of the education system. Stewardship in this context means two key things: a focus on the long-term health and performance of the education system as a whole and, where needed, providing support to enable sector leaders to raise achievement. As steward, we also ensure the system reflects and fulfils our responsibilities under the Treaty of Waitangi.

Stewardship is about making the linkages others cannot readily make. We have a clear view of the whole education system. This allows us to help ensure the different stages a learner goes through and the environments in which they learn effectively fit together to best support educational success.

We also make links between the education system and communities' needs and to the future of New Zealand's society and economy. We do this in our policy advice and at the front line, aiming to understand and respond to the needs of children and young people, helping them achieve.

### Our purpose

We lift aspiration and raise educational achievement for every New Zealander.

### Our vision

Our vision is to see all children and students succeed personally and achieve educational success.

We want every New Zealander to:

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be strong in their national and cultural identity

---

aspire for themselves and their children to achieve more

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have the choice and opportunity to be the best they can be

---

be an active participant and citizen in creating a strong civil society

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be productive, valued and competitive in the world.

Our work and investment priorities are focused on activities that will help the education system flourish and make it possible for everyone to succeed.

## Our behaviours

### **We get the job done**

Ka oti i a mātou ngā mahi

### **We are respectful, we listen, we learn**

He rōpū manaaki,  
he rōpū whakarongo,  
he rōpū ako mātou

### **We back ourselves and others to win**

Ka manawanui ki a mātou  
me ētahi ake kia wikitoria

### **We work together for maximum impact**

Ka mahi ngātahi mo te  
tukinga nui tonu

### **Great results are our bottom line**

Ko ngā huanga tino pai a  
mātou whāinga mutunga

## How we work

Educational success depends on the efforts and support of many people. Children, young people and students rely on parents, whānau and communities as much as teachers and principals. In addition, experts, academics, education professionals and other government agencies all have a role to play in supporting the development of policy and implementing new ideas.

We therefore work closely with those in education and the wider community. To help ensure we do this successfully, we have set clear expectations for how we work in a set of Ministry behaviours.

## What we do

As stewards, we focus on the long-term health and performance of the education system as a whole.

At the heart of this is making sure the education system is designed to help children and students succeed. We work with sector leaders and other government agencies because we achieve more together. We work across organisational boundaries to consider, and influence, the complex factors that drive educational achievement.

We are in a unique position to deliver our stewardship role. We have a view of the whole system, not just its component parts. We fund the system and make investment decisions that support its long-term sustainability. We also deliver infrastructure, ICT and other services that enable education professionals to focus on achievement.

## We are committed to the Treaty of Waitangi

Under the Treaty of Waitangi, we have joint responsibility with iwi, hapū and whānau to ensure the education system supports and sustains the Māori language and Māori culture. We want the education system to be a major contributor to cultural participation and well-being.

We will continue to make sure the education system provides clear learning pathways for Māori learners to which they can relate and connect. And we will support both Māori-medium education and te reo Māori as a subject in English-medium education.

Ka Hikitia, the Māori Education Strategy and Tau Mai te Reo, the Māori Language in Education Strategy, underpin the Ministry's Four Year Plan and outline the key actions to achieve these goals.



## We help deliver the Government's priorities

The Ministry and our partner agencies in the education system have an important role in delivering the Government's four key priorities: the Better Public Service (BPS) targets, rebuilding Canterbury, building a more competitive and productive economy and responsibly managing the Government's finances.

### Delivering Better Public Services

The BPS programme aims to create a public sector that can respond more effectively to the needs and expectations of New Zealanders. We are responsible for three of the key BPS results. These aim to ensure New Zealanders gain the qualifications and skills they need to be part of a successful society and economy:

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BPS 2: Increase participation in early childhood education

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BPS 5: Increase the proportion of 18-year-olds with NCEA Level 2 or an equivalent qualification

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BPS 6: Increase the proportion of 25 to 34-year-olds with advanced trade qualifications, diplomas and degrees (at level 4 or above).

These result areas provide clear indicators of success towards our longer-term outcomes.

### Building a more competitive and productive economy

Education makes a huge difference to the economy by developing tomorrow's entrepreneurs and employees and by building the skills of our existing workforce – we help ensure New Zealanders

have skills and knowledge for work and life. Tertiary providers also support commercial innovation by connecting research expertise and skilled graduates with business and communities. The Government has increased funding to further strengthen the impact of this research.

The Government's Business Growth Agenda (BGA) is an ambitious programme of work to support economic growth to create jobs and improve New Zealanders' standard of living. We contribute to three of the work streams – skilled and safe work places, innovation, and export markets.

### Rebuilding Canterbury

The Government has committed to building a high-quality education system in greater Christchurch. We are investing \$1.14 billion in schooling over 10 years through the Education Renewal Programme. By 2023, most schools in greater Christchurch will have ultra-fast broadband, energy-efficient buildings and more than 80% of teaching spaces will be innovative learning environments: flexible spaces that reflect the learning needs of today's students.

We are investing close to \$400 million to help rebuild tertiary provision in Canterbury and are supporting the labour market by encouraging the tertiary and adult education sectors to help develop the skills needed to rebuild Canterbury. We are also working closely with the Canterbury Earthquake Recovery Agency to ensure our work continues to align with the broader Canterbury recovery effort. We want the education system in Canterbury to be relevant and reach all children and students.

**BY 2023, MOST**

**SCHOOLS**

**IN GREATER**

**CHRISTCHURCH**

**WILL HAVE ULTRA-**

**FAST BROADBAND,**

**ENERGY-EFFICIENT**

**BUILDINGS AND**

**MORE THAN 80%**

**OF TEACHING**

**SPACES WILL**

**BE INNOVATIVE**

**LEARNING**

**ENVIRONMENTS.**





### **Responsibly managing the Government's finances**

Given the growing costs of education, balancing the budget in future years will require a more fundamental look at what is driving costs up, improving value for money of existing investments and finding practical ways to help manage current and future cost pressures. We will invest more effectively to raise achievement.

The Government has improved the performance and value for money of tertiary education. There has been a shift to driving better results from the system and we have reinvested approximately \$1.7 billion of low-quality operating funding back into tertiary education and research since Budget 2009. We have also targeted funding so it will better support student success: significant investments in tertiary provision have focused on improving young people's achievement at the foundation level and increasing participation in higher level study.

Increasingly, we need to create flexibility so existing investment can be redirected if necessary, rather than seeking additional resources. Reviewing the funding model for early childhood, schools, and tertiary education, will help us improve the effectiveness of that investment and its responsiveness to learner needs as well as establish how we can better support tertiary education providers to respond to changes in demand and better incentivise relevance and successful innovation.





## The education environment

The environment in which we work is fast moving, creating high demands on the education system and the Ministry to adapt and get ahead of changes and respond effectively.

Over many years the New Zealand education system has been characterised by relatively high levels of inequality. Equity in educational outcomes is improving, but the pace is too slow and further improvement is needed.

Participation rates in education are high and increasing.

International studies show that some key skill levels are falling and disparity remains or is even increasing.

Our national monitoring studies show that the proportion of children meeting some curriculum expectations reduces between years 4 and 8.

The demands on education are evolving. Global markets and technological advancement have meant low-skilled occupations are rapidly vanishing from developed economies such as our own, while highly skilled workers are in greater demand.

Technological advancements are also creating the potential for huge change in teaching and learning.

Demographic change over the coming years will create increasing demands on the early childhood and compulsory education system.

A strong and improving economy, combined with a short-term reduction after 2016 of the number of people aged 18-25 years, is reducing demand for provider-based tertiary education.

**EQUITY IN  
EDUCATIONAL  
OUTCOMES IS  
IMPROVING,  
BUT THE PACE  
IS TOO SLOW  
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## PART 2

# Our plan

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This section brings together the Vote Education and Vote Tertiary Education goals and actions into a single plan. The plan outlines our short and longer-term goals for the education system and how those contribute to New Zealand's social, cultural and economic well-being.

# The plan on a page



**SOCIAL AND CULTURAL**  
PARTICIPATION AND WELL-BEING

**ECONOMIC PROSPERITY**  
AND GROWTH

## LONG-TERM OUTCOMES

So that...



THE EDUCATION SYSTEM  
*is relevant & reaches all*

**CHILDREN & STUDENTS**



EVERY CHILD & STUDENT  
*achieves*

**EDUCATIONAL SUCCESS**



NEW ZEALANDERS HAVE  
*skills & knowledge*

**FOR WORK & LIFE**

## INTERMEDIATE OBJECTIVES

Then we will see...

HIGHER AND MORE EQUITABLE LEVELS OF PARTICIPATION, ENGAGEMENT, ACHIEVEMENT ENABLED BY:

**Better tailoring**  
Responsive educational services which meet the needs and raise the aspirations of all children and students

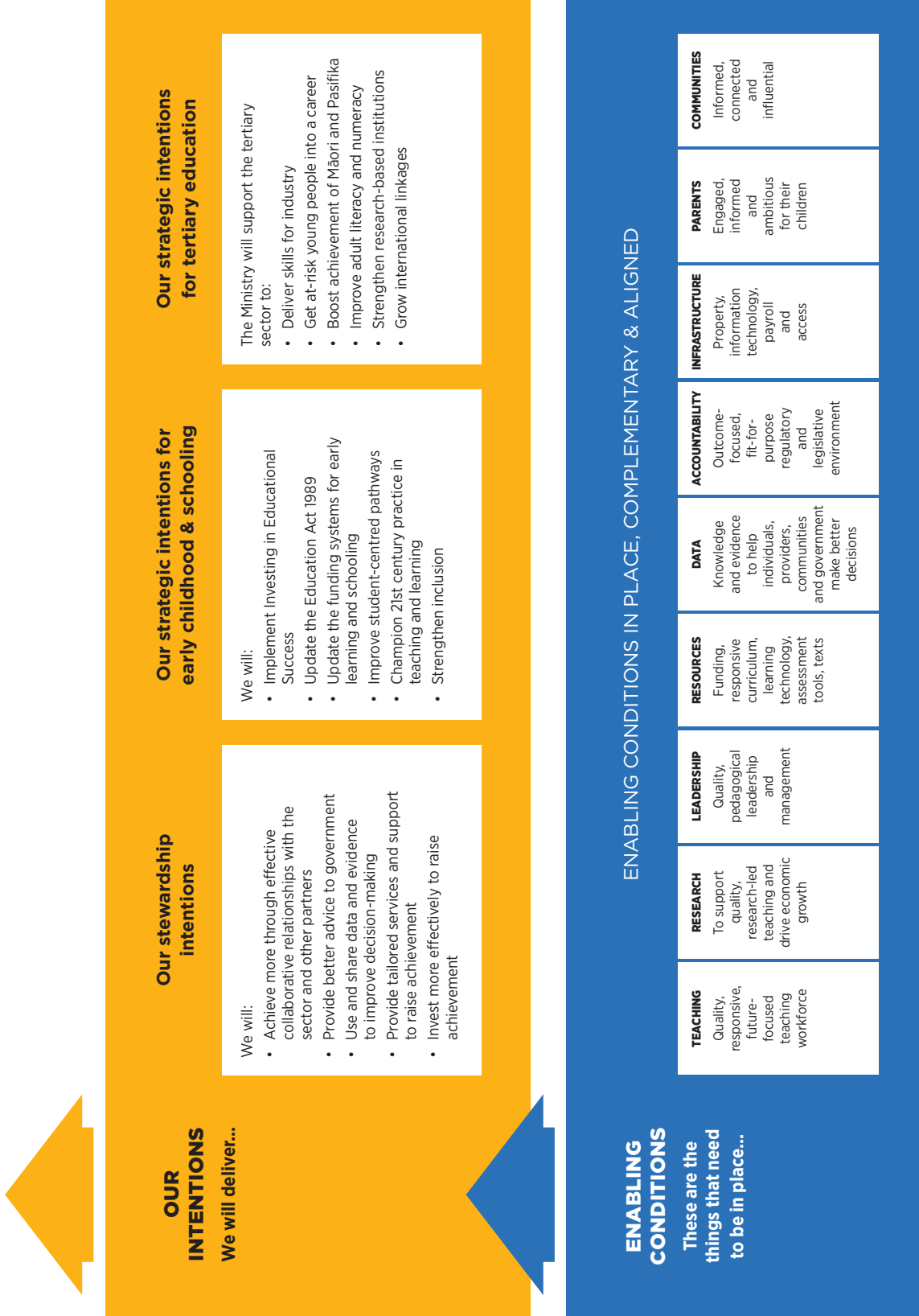
**Better targeting**  
of investment, resources, support and expertise to drive innovation and improve results

**More effective collaboration**  
at all levels to raise achievement

**Better, more relevant educational pathways**  
through the education system and beyond into the workplace and society

**More evidence-based decision-making**  
by students, parents, teachers, leaders, providers and government







## PART 2

# Our plan

Our plan on a page (page 14) summarises how the work we do will lead to the outcomes we seek for education in New Zealand. It shows the links between:

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The key enablers that need to be in place for educational success

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The Ministry's priorities for ensuring this happens

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The resulting benefits for the education system and all those in education

---

How the education system contributes to New Zealand's prosperity and wellbeing.

This also brings together where we are now and where we want to be in four years and in the longer term, our existing actions, and what we will introduce to deliver change in the short to medium term across the system (intermediate objectives). Achieving these objectives will enable the delivery of our long-term system outcomes.

### Enabling conditions

To be an effective steward we provide quality policy advice and deliver excellent services to help the education system succeed. To do this successfully, we continuously assess the health of the system and identify areas that need greater focus to accelerate achievement. The plan on a page outlines the enabling conditions we believe need to be in place in the education system: complementing each other and aligned. Focusing on these helps frame where we prioritise our efforts.

### What we will focus on

Our priorities demonstrate where we will focus our activity and effort over the four years 2015-2019. We have identified our stewardship intentions, which clarify our key organisational development goals along with our strategic intentions for early childhood and schooling and for the tertiary education system. Combined with ongoing work, efforts in these priority areas will enable the system to achieve our intermediate objectives.

### Our intermediate objectives

Our current work seeks to make improvements in five areas in the medium term:

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Better tailoring – responsive educational services which meet the needs and raise the aspirations of all children and students

---

Better targeting – of investment, resources, support and expertise to drive innovation and improve results

---

More effective collaboration – at all levels to raise achievement

---

Better, more relevant educational pathways – through the education system and beyond into the workplace and society

---

More evidence-based decision-making – by students, parents, teachers, leaders, providers and government.

The system delivers in these areas, but not consistently. We aim to build them to more universal levels and thereby achieve longer-term outcomes.



**NEW ZEALAND  
NEEDS AN  
EDUCATION SYSTEM  
THAT MEETS THE  
NEEDS OF OUR  
INCREASINGLY  
DIVERSE  
POPULATION AND  
UNIQUE CULTURES.  
EDUCATION MUST  
BE ACCESSIBLE  
AND RELEVANT  
TO ALL.**

## Long-term education system outcomes

We aim for the education system to achieve three key outcomes. Achieving these are pre-requisites to delivering the longer-term social, cultural and economic outcomes we seek for New Zealand. Here we describe these outcomes.

### The education system is relevant and reaches all children and students

New Zealand needs an education system that meets the needs of our increasingly diverse population and unique cultures. Education must be accessible and relevant to all, and flexible enough to accommodate different aspects of learners' lives and varying needs throughout lifelong learning.

Our education system meets most students' needs and it provides a range of options for learners. We will ensure the system provides the tailored education required to meet the diverse needs of every child and student from birth to adulthood in different communities, and those of the future economy.

### Every child and student achieves educational success

New Zealand needs an education system that delivers high-quality educational outcomes from early childhood, through schooling and into tertiary education. Every student, no matter their background or needs, should be supported to meet their potential. The system and all those in it should work collaboratively to raise the quality of teaching and learning and have high expectations of all students' potential for achievement.

The success of our future society and economy rests in large part on getting better educational achievement with less disparity. Our population is becoming more diverse, and, more than ever, the system needs to be able to help all students to succeed. Equitable achievement for Māori, Pasifika and students from low socio-economic backgrounds is a major priority; and our focus is on ensuring that the system settings are in place to support these outcomes.





## **New Zealanders have the skills and knowledge for work and life**

New Zealand needs an education system that provides its people with the skills and knowledge they need to be successful in life and in an increasingly global economy. An effective education system provides qualifications that open doors to future opportunities and the skills needed in a modern society and the modern workplace. Equipping learners for a digitally enabled future is a key goal of our Four Year Plan.

Demand for future-focused learning is increasing – the Ministry’s ICT strategy and our 21st century practice in teaching and learning priority ensure we have the right focus to meet this need. Increasing collaboration between secondary and tertiary providers is delivering better, more relevant pathways for learners transitioning out of school and into tertiary education or the workplace.

## **Long-term social, cultural and economic outcomes**

Well-educated people tend to be better off, healthier and play a more active role in society. They are also more likely to contribute to economic prosperity and growth. The education system therefore already contributes to social and cultural participation and well-being and economic prosperity. But it can do this better.

By focusing our efforts on these long-term goals, we can ensure our work is properly aligned to achieve them. An example is maintaining a focus on supporting participation and well-being for different cultures. The education

system can deliver a stronger role in supporting Māori achieving educational success as Māori, in ensuring Pasifika students and others grow up understanding and valuing their culture, and in recognising and valuing the culture others bring to Aotearoa New Zealand. Seeing our activities with this goal in mind changes the way we think and the things we do. It also ensures we strive for equity as well as excellence.

## **We work with the education providers, communities and across government to raise achievement**

Delivering quality educational services and advice in isolation is not enough. We will work with teachers, principals, education providers, other government departments, parents, communities and businesses to ensure we can influence all the key factors that affect educational outcomes. The evidence is clear that a range of social issues affect young people’s achievement. It is equally the case that educational achievement reduces future social and health problems and has positive knock-on effects for individuals, and for government departments.

We are already working at a policy and operational level with other education agencies and the Government’s social and economic sector agencies to bring more comprehensive analysis and responses to these issues. We will work with local communities, iwi, the education sector and other stakeholders to inform our thinking and jointly plan our action. This is increasingly becoming how we work in all that we do. The issues we face have no organisational boundaries and these boundaries should create no limitations in the work we do.

## **DELIVERING**

### **QUALITY**

### **EDUCATIONAL**

### **SERVICES AND**

### **ADVICE IN**

### **ISOLATION IS**

### **NOT ENOUGH.**

### **WE WILL WORK**

### **WITH TEACHERS,**

### **PRINCIPALS,**

### **EDUCATION**

### **PROVIDERS,**

### **OTHER**

### **GOVERNMENT**

### **DEPARTMENTS,**

### **PARENTS,**

### **COMMUNITIES**

### **AND BUSINESSES.**



## How we measure progress

We have identified five key indicators which provide a litmus test of the Ministry's progress in raising achievement.

### INDICATOR 1: Increase participation in ECE

*Better Public Services: Supporting Vulnerable Children, Result 2*

Years to June (all numbers %)	2010	2011	2012	2013	2014	2015	2016 Target
<b>All</b>	<b>94.4</b>	<b>94.6</b>	<b>94.9</b>	<b>95.6</b>	<b>95.9</b>	<b>96.2</b>	<b>98.0</b>
Māori	89.4	90.1	90.9	92.3	92.9	94.0	98.0
Pasifika	85.9	86.1	86.7	88.5	90.3	91.2	98.0
Decile 1-3 schools	87.2	88.0	88.5	90.3	91.5	92.5	98.0

### INDICATOR 2: Increase the proportion of enrolled students at or above National Standards levels, per 100 students

(all numbers %)	2011	2012	2013	2014	2017 Target	
<b>All</b>	<b>76.2</b>	<b>77.5</b>	<b>77.9</b>	<b>78.0</b>	<b>85.0</b>	
Reading	Māori	66.5	68.2	68.7	68.6	<b>85.0</b>
	Pasifika	59.0	62.9	64.3	65.1	<b>85.0</b>
	Decile 1-3	n/a	64.4	65.0	65.1	<b>85.0</b>
	<b>All</b>	<b>68.0</b>	<b>70.2</b>	<b>70.5</b>	<b>71.1</b>	<b>85.0</b>
Writing	Māori	57.5	60.4	60.8	61.2	<b>85.0</b>
	Pasifika	53.8	57.1	57.6	59.6	<b>85.0</b>
	Decile 1-3	n/a	56.6	56.9	57.9	<b>85.0</b>
	<b>All</b>	<b>72.2</b>	<b>73.6</b>	<b>74.6</b>	<b>75.2</b>	<b>85.0</b>
Mathematics	Māori	62.5	63.6	64.6	65.0	<b>85.0</b>
	Pasifika	56.7	59.6	60.9	62.0	<b>85.0</b>
	Decile 1-3	n/a	60.8	61.8	62.6	<b>85.0</b>
	<b>All</b>	<b>72.2</b>	<b>73.6</b>	<b>74.6</b>	<b>75.2</b>	<b>85.0</b>



### INDICATOR 3: Increase the proportion of 18-year-olds with NCEA Level 2 or equivalent qualification

*Better Public Services: Boosting Skills and Employment, Result 5*

(all numbers %)	2011	2012	2013	2014	2017 Target
<b>All</b>	<b>74.3</b>	<b>77.2</b>	<b>78.6</b>	<b>81.2</b>	<b>85.0</b>
Māori	57.1	60.9	63.3	67.7	85.0
Pasifika	65.5	68.1	71.4	75.0	85.0
Decile 1-3 schools	61.5	65.9	67.6	71.6	85.0

### INDICATOR 4: Increase the proportion of 25-34-year-olds with advanced trade qualifications, diplomas and degrees (at Level 4 or above)

*Better Public Services: Boosting Skills and Employment, Result 6*

Year to June (all numbers %)	2010	2011	2012	2013	2014	Target 2018
25-34-year-olds	51.9	51.6	52.3	53.4	54.6	60.0

### INDICATOR 5: Decrease the proportion of youth not in employment, education or training

Year to June (all numbers %)	2010	2011	2012	2013	2014	2015
15-19-year-olds	10.6	9.6	9.0	8.8	8.1	7.6
20-24-year-olds	18.3	17.3	17.3	17.2	14.8	15.1

These high-level measures are supported by a comprehensive set of performance indicators across the breadth of Ministry activity and funding, set out in the information supporting the Estimates of Appropriation each year. We are currently reviewing our overall performance measurement framework to align it with our plan on a page and to more effectively communicate the Ministry's performance story.

**WE WILL ALSO  
WORK TO SUPPORT  
EDUCATION  
LEADERS TO RAISE  
ACHIEVEMENT  
AND IMPROVE  
THE TARGETING  
AND TAILORING  
OF EDUCATION  
SERVICES.**

## Our priorities for the next four years

Our priorities for the next four years will mean a period of reviewing and updating how the system works in early learning and schooling along with the continuing delivery of the Tertiary Education Strategy (TES). We will also work to support education leaders to raise achievement and improve the targeting and tailoring of education services. These priorities reflect those of the Minister of Education and the Minister for Tertiary Education, Skills and Employment.

During the next four years, we will prioritise our work to deliver this system-focused strategic direction outlined in our Four Year Plan. We will align our resources and efforts through budget and business planning. The Ministry's business units and support functions all play a role in supporting the internal changes and external delivery required to achieve the outcomes we seek.

## Strategic intentions for early childhood and schooling

Our strategic intentions for early childhood and schooling are outlined in the Education Work Programme. This interdependent work programme is aimed at improving educational outcomes, supporting the development of a learner-centred and outcome-focused education system, and strengthening our policy, support and service delivery for all learners.

The implementation of Investing in Educational Success (IES) is a key focus of the Education Work Programme. This initiative will help build collaboration across education providers through Communities of Learning. To support Communities of Learning, schools, kura and early learning providers deliver the best educational outcomes for children and young people; we are reviewing and updating two of





the key education system levers – the Education Act 1989 and the funding systems for early learning and schooling. Bringing the Act and funding systems up to date and supporting local flexibility to enhance collaboration provides the potential to significantly increase system capability.

The remaining three elements of the work programme will further strengthen key elements of the system – student learning pathways, teaching and leadership, and support for students with special education needs.

The priorities build on initiatives underway and introduce system reviews that will be undertaken with education sector and wider stakeholders including teachers, parents, employers and learners. Over the next four years, progressively delivering the Education Work Programme will ensure that the foundations and system settings are in place to power up the education system and raise achievement.

The six parts of the Education Work Programme are explained below.

### **Implement Investing in Educational Success**

Within schools, the quality of teaching has the biggest influence on student achievement. The IES initiative is focused on helping to raise achievement by:

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improving teaching practice across New Zealand

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enabling teachers to work together and benefit from each other's knowledge and experience

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helping all children benefit from the skills and knowledge of great teachers from across a group of schools

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supporting and helping schools work together so it's easier for children to move through the education system.

Establishing Communities of Learning is at the core of IES. Communities of Learning are about education providers working together to share experience, build coherent learning pathways and improve educational outcomes for all children and students in their area. Communities of Learning are an extension of the original proposal for Communities of Schools. This innovation includes early learning and tertiary providers alongside schools, allowing for collaboration across the learning pathway from age 0-18. As at 30 September, a total of 42 Communities of Learning have been established with 333 schools and 120,000 students. We expect to see early learning and tertiary providers joining, or working closely, with Communities of Learning.



**COMMUNITIES OF  
LEARNING ARE  
ABOUT EDUCATION  
PROVIDERS  
WORKING  
TOGETHER  
TO SHARE  
EXPERIENCE,  
BUILD COHERENT  
LEARNING  
PATHWAYS  
AND IMPROVE  
EDUCATIONAL  
OUTCOMES FOR  
ALL CHILDREN  
AND STUDENTS  
IN THEIR AREA.**

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IES is also intended to provide new career opportunities for teachers and principals. It will do this by introducing new roles for some of our most skilled teachers and principals, better enabling them to share their knowledge and expertise with colleagues. This will give teachers a genuine progression choice between going into management and staying in the classroom.

IES also introduces the Teacher-led Innovation Fund to support the development of innovative practice and the Principal Recruitment Allowance to help New Zealand's most high-need schools and kura attract highly effective principals who can provide the leadership needed to lift student achievement.

### **Update the Education Act 1989**

The Education Act 1989 provides the legal framework for the education system and sets out the roles, responsibilities and powers of Crown entities and independent statutory bodies in the education sector.

The review of the Act will update the legislation to support the development of a 21st century education system that is learner-centred and outcome-focused. The world has changed since 1989. Students are now following varied pathways through the education system, such as combining work or tertiary study with school. Fast-changing technology is also already offering new and different ways to teach and learn and to engage young people in their learning in new and creative ways.

We want legislation: that is focused on learners and their educational achievement; that recognises the diversity of students within our education system; that is future-



focused and enables and supports advances in technology. The Act should also help education providers to collaborate to strengthen teaching and learning and provide clear learning pathways for children and young people.

### **Update the funding systems for early learning and schooling**

The early learning and school funding systems are a key part of our education system. They set out how and how much we allocate to providers of education for children and young people, through grants, staffing and property.

We are reviewing the funding systems for 0-18 years, aiming to ensure they better support student achievement and learning pathways, including the emergence of Communities of Learning. The review will explore:

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how the system is resourced

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how the resourcing systems can best focus on students

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how we can get the best outcomes from the current levels of resourcing.

We want a funding system that supports the delivery of education goals, provides flexibility to innovate, supports collaboration and focuses resources on students at risk of poor outcomes.

### **Improve student-centred pathways**

This priority area aims to ensure that the education system is coherent, encourages collaboration and offers students clear choices about, and access to, quality learning options and an understanding of where those options may take them. A student-centred pathway provides continuous learning progression and choices. It begins with more effectively managing transition points in the system. But it goes beyond these transition points to ensuring the core curricula and providers join up so that students progress every year and their learning at one level sets the foundation for the next steps along a chosen pathway.

Establishing Communities of Learning is the most important step to help the system deliver student-centred pathways. Working together for the benefit of all children and young people in a community, education providers will improve transitions and continuous learning progression. The updates of the Education Act and the funding systems also provide opportunities to assist the system to provide the pathways, choices and responsiveness to meet the diverse needs of individuals, communities and future employers.

We are working to improve the coherence of pathways and build retention of the children and young people in Māori-medium education – this requires improved access, choice and progression as well as collaboration across providers. And overall, we will ensure the education system supports and sustains Māori identity, language and culture.

### **WE ARE WORKING**

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**TO IMPROVE THE**

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**COHERENCE OF**

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**PATHWAYS AND**

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**BUILD RETENTION**

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**OF CHILDREN**

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**AND YOUNG**

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**PEOPLE IN**

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**MĀORI-MEDIUM**

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**EDUCATION -**

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**THIS REQUIRES**

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**IMPROVED ACCESS,**

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**CHOICE AND**

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**PROGRESSION**

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**AS WELL AS**

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**COLLABORATION**

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**ACROSS**

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**PROVIDERS.**

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### **Champion 21st century practice in quality teaching and learning**

To support IES we are putting in place complementary approaches to deliver high-quality teaching and learning across early learning and schooling. As a starting point, we have established the Education Council of Aotearoa New Zealand to lift the status of the teaching profession and publicly recognise the role quality teaching and educational leadership plays in raising student achievement. The Education Council will strengthen teaching to promote high standards, and will also improve and streamline the existing disciplinary regime for teachers.

Investing in the profession will raise the quality of teaching and leadership and provide opportunities to improve educational outcomes. We are strengthening Initial Teacher Education and reviewing the current approach to Professional Learning and Development.

The Advisory Group on Early Learning has provided independent advice on the implementation of Te Whāriki (the early learning curriculum) and on proposals to improve learning from age 0-8. This advice will help the Ministry identify future action in this area.

We are also implementing the Science in Society National Plan. This plan will improve science and technology education, as well as students' competence in science, technology, engineering and mathematics, helping create a more skilled future workforce.

We are working with the 21st Century Learning Reference Group in response to the recommendations of the Education





and Science Select Committee report on 21st century learning environments and digital literacy.

### Strengthen inclusion

Our student population has become increasingly diverse and children come to early childhood education and school with a wide variety of education needs. Special education provides services and activities to ensure that children and young people with a wide range of needs are present, participating, learning and achieving in early childhood education and schools alongside their peers.

The system needs to deploy special education resources as efficiently and as effectively as possible. To ensure this, we are reviewing and updating our current system of special education to ensure that it is fit-for-purpose, works well as a part of the overall education system, and that activity is based on current evidence of what works. The update of the Education Act and funding systems will also support this. Communities of Learning also provide a great opportunity to address some of the concerns about the special education system, and deliver smoother transitions.

We are increasing teacher aide hours so we can provide additional in-class support for approximately 1,500 students with special education needs.

## Our strategic intentions for tertiary education

The TES sets the Government's priorities to improve the contribution of tertiary education to New Zealand. It contributes to the Government's ambitious goals, through the BPS targets and Business Growth Agenda, to improve economic and social outcomes for all New Zealanders. The six priorities in the 2014-2019 TES, which we have used to inform our strategic intentions, signal a shift towards a more relevant tertiary education system that is outward-facing, with strong links to industry, the community and the global economy.

Delivering relevant tertiary provision means better matching of skills to New Zealand's social and economic needs, thus improving the employability of students. It also means research that meets the needs of businesses and communities, and a funding system that incentivises the right outcomes and rewards innovation.

At the same time, the system should do more to support all people to succeed by reaching learners who might not otherwise participate or achieve in tertiary education.

### DELIVERING

#### RELEVANT

#### TERTIARY

#### PROVISION

#### MEANS BETTER

#### MATCHING

#### OF SKILLS TO

#### NEW ZEALAND'S

#### SOCIAL AND

#### ECONOMIC NEEDS.





### **Delivering skills for industry**

As we move out of the global financial crisis, employers are once again starting to find it difficult to attract people with the right skills. More learners need to gain qualifications that lead to sustainable jobs and careers. We see opportunities to further improve the way the Government funds tertiary education, creating a more flexible and responsive system and opportunities to make better use of information to guide government and learners' investment in tertiary education.

#### *A more effective funding system*

Government funding needs to be better targeted to areas where it will have the most impact. We will continue to target new expenditure on tertiary education to priority and relatively under-funded areas, beginning in Budget 2015 with volume increases for engineering and further increases in the subsidy rates for the sciences, health sciences and agriculture.

In the short term we will help providers be more responsive to changes in demand by removing barriers to moving funding to where demand is. In the medium term we will use our increasingly rich information about tertiary education outcomes to better incentivise relevant provision and reward successful innovation.

We will consider how performance measures can be extended to incentivise outcomes as well as outputs (i.e. extending the focus to graduate outcomes). This will reward success beyond retention and achievement and help drive a more relevant system by encouraging providers to be more outward looking and responsive to the needs of employers.

### *Sharing and using information more effectively*

All students need to know the skills/ qualifications that are valued by employers and that will enable them to build a career, yet this information is not always presented in a way that is easy for them to find and use.

The Ministry, alongside other tertiary education and skills agencies, is committed to providing learners with rich, user-friendly information to inform their decision-making. There has been significant progress in the quality and coordination of information to students in recent years through initiatives such as the Occupational Outlook app and job profile tool. Further progress will require better integration of key information sources and improved delivery of this information.

The Government is committed to the introduction of Rate My Qualification (included in Budget 2015), which will assess the value of tertiary education qualifications based on feedback from employers and graduates. It will be added to information on the costs of study and the likely job prospects and income levels of graduates.

As well as giving students better information, we also need to make better use of information in strategic planning and investment decisions (including moving beyond the use of national-level data to the use of provider-level data) and support providers to understand if and how their programmes meet labour market needs. We can also improve information about student loans and allowances by increasing our understanding of the drivers of high and low-value expenditure. This will improve our ability to identify the impact of policy changes and better inform our advice on interventions.

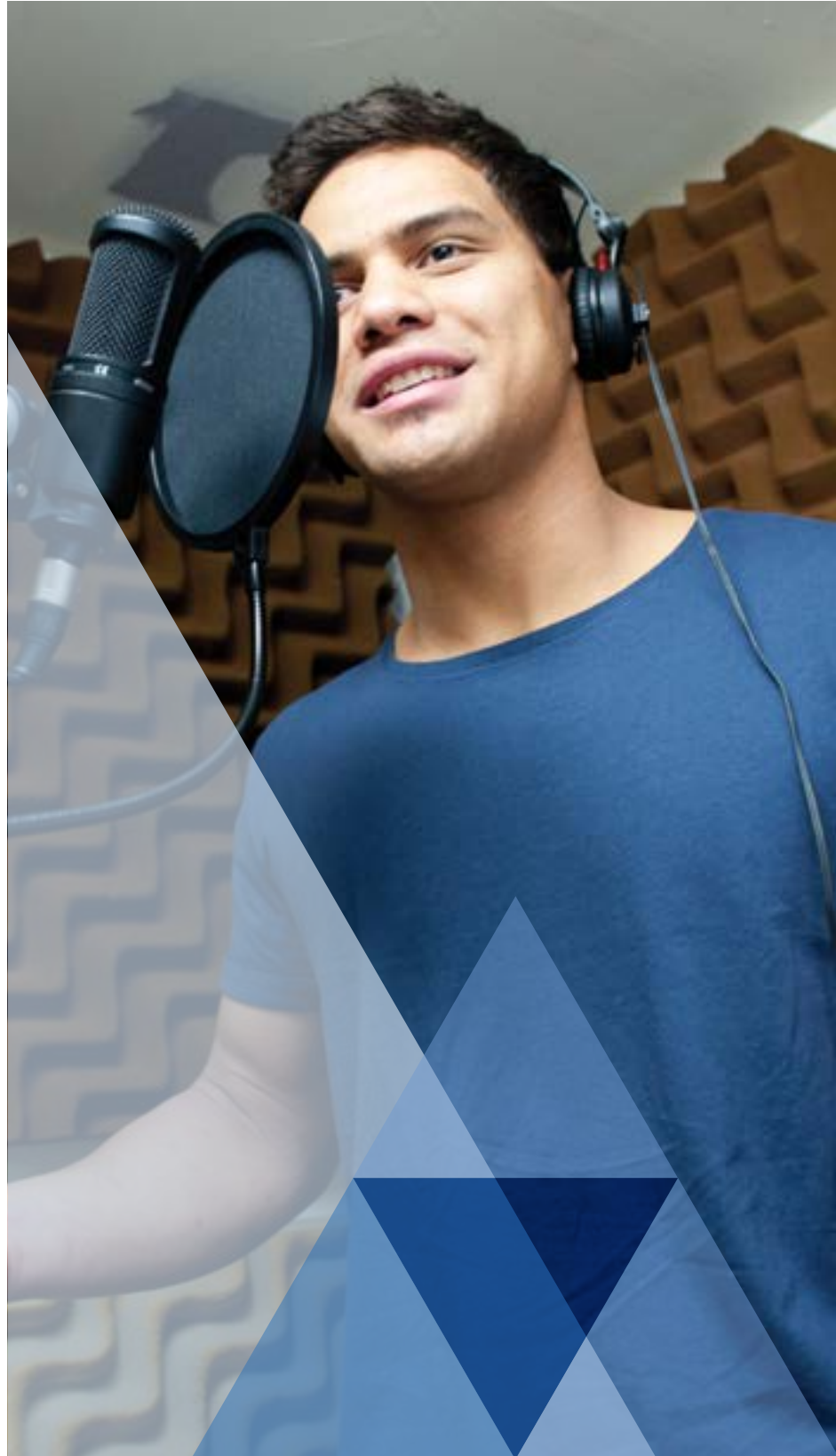
### *Improving employer linkages*

We need to support employers and communities to contribute to the design and delivery of education and training. Through initiatives, such as ICT Graduate Schools and Māori and Pasifika Trades Training, the Ministry and its partner agencies will encourage stronger links between providers and employers. These initiatives include new approaches, such as internships, clusters, and employers working directly with tertiary education providers, and could be extended to target other policy problems.

### **Getting at-risk young people into a career**

New Zealand's public investment in tertiary education is designed to promote broad access and participation. However, there are non-financial barriers to education that mean some young people do not gain access to tertiary education or a career. New Zealand has a significant proportion of young people who are not in education, employment or training. Many of them have been poorly served by the formal education system, making them especially challenging to re-engage.

The Government has supported increased participation in tertiary education for at-risk young people through programmes such as Youth Guarantee and Trades Academies. We will build on these programmes by further strengthening links between secondary schools, tertiary providers and employers, including funding an additional 300 Trades Academy places per year from 2016, and by working with employers and communities to develop ways to re-engage at-risk learners.



**IMPROVING THE  
SYSTEM SO THAT  
MORE MĀORI AND  
PASIFIKA ACHIEVE  
AT HIGHER LEVELS  
WILL BE KEY TO  
MEETING THE  
GOVERNMENT'S  
TARGET OF 60% OF  
25-34-YEAR-OLDS  
WITH A LEVEL 4  
QUALIFICATION OR  
ABOVE BY 2018.**

### **Boosting achievement of Māori and Pasifika**

More young Māori and Pasifika learners are accessing tertiary education and at higher levels. To build on these gains we need to support tertiary providers to continue to improve their support and encouragement of Māori and Pasifika participation and achievement.

Improving the system so that more Māori and Pasifika achieve at higher levels will be key to meeting the Government's target of 60% of 25-34-year-olds with a Level 4 qualification or above by 2018. Given that Māori and Pasifika will be an increasingly large proportion of New Zealand's working age population in the future, this will contribute to the future well-being and prosperity of New Zealand.

The Government's Māori and Pasifika Trades Training initiative, which supports Māori and Pasifika to obtain practical qualifications leading to an apprenticeship and employment, is raising awareness of Trades Training opportunities among young Māori and Pasifika and boosting the number of Māori and Pasifika learners achieving at higher levels. The Government has committed to scale up this initiative, the first stage of which is to fund 500 additional places through Budget 2015.

To further support at-risk students, including some Māori and Pasifika, we will improve our understanding of the risks to participation and achievement, including factors that predict poor achievement and outcomes and consider how equity funding could be changed to recognise outcomes as well as participation.

### **Improving adult literacy and numeracy**

Basic skills in literacy, language and numeracy are essential to full participation in the modern world. Learners need access to a diverse and flexible range of foundation skills programmes. These programmes must reflect learners' different needs and abilities, and support their achievement.

To ensure that all New Zealanders gain and can demonstrate basic literacy, language and numeracy skills the Government has improved the targeting, uptake and quality of study at Levels 1 and 2, including making foundation education fees-free for under-25s. It has also introduced the Adult and Youth Literacy and Numeracy Assessment Tools.

The Government's commitment to make all foundation education fees-free by 2017 will help further improve literacy, language and numeracy skills across all age groups, whilst Budget 2015's commitment to further develop the Youth Literacy and Numeracy Assessment Tool will ensure New Zealanders can demonstrate their literacy and numeracy abilities across education and to potential employers.





### **Strengthening research-based institutions**

Our research institutions need to collaborate more with each other to build expertise and skill as well as developing increasingly strong links with international research organisations.

To better recognise and reward the relevance of research to end users, the Government has increased the Performance-Based Research Fund (PBRF) and has placed greater emphasis on its external research income component. To support growth in research excellence it has funded four additional Centres of Research Excellence (increasing the total number to 10), including one focused solely on Māori research. It has also increased contestable research funding through the Marsden Fund and National Science Challenges.

Recent Budgets (including Budget 2015) have included targeted tuition subsidy increases to relatively under-funded, research-rich areas such as science, engineering and agriculture. These subsidy increases will encourage providers to invest in these areas, helping lift the tertiary education sector's contribution to our economic goals and better positioning New Zealand's institutions to take advantage of international linkages. To capitalise on this investment we will support tertiary providers to work more closely with industry to improve the relevance of research and achieve a greater transfer of ideas and expertise to the business sector and wider society.

### **Growing international linkages**

A global market for skilled workers, strong international competition in tertiary education and the Government's ambitious goal to increase the value of international education to \$5 billion by 2025, make building the international relevance of New Zealand's education system a priority.

To do this, the system needs to offer competitive, responsive education that is of value to the learner. The Ministry and its partner agencies will support providers to build on their strengths in research and programme design, as well as export education, to create enduring relationships with overseas partners and to showcase the quality of New Zealand's tertiary education system to the world.

### **WE WILL SUPPORT**

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**TERTIARY**

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**PROVIDERS TO**

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**WORK MORE**

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**CLOSELY WITH**

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**INDUSTRY TO**

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**IMPROVE THE**

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**RELEVANCE OF**

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**RESEARCH AND**

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**AND ACHIEVE**

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**A GREATER**

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**TRANSFER OF**

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**IDEAS AND**

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**EXPERTISE TO**

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**THE BUSINESS**

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**SECTOR AND**

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**WIDER SOCIETY.**

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## PART 3

# Our delivery

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This section describes our internal priorities for development and how we align our resources to deliver our strategic priorities.





## PART 3

# Our delivery

This section describes how we will deliver our priorities and the specific internal improvements we will make over the next four years. Our longer-term goals, the BPS targets and our shared cross-government agenda cannot be achieved by a 'business as usual' approach within the Ministry or the wider education sector.

In 2015, government education agencies will deliver an education system-wide Performance Improvement Framework project with the State Services Commission. This will result in education agencies working better together, with a shared vision and plan. This cross-agency approach is crucial to our future success and will ensure we collectively deliver for the Government, the education system and today's and tomorrow's children and young people.

### Our stewardship priorities

Our stewardship priorities outline the key changes we are making to how we operate and where we will build our capability over the next four years.

#### **We will achieve more through effective collaborative relationships with the sector and other partners**

To achieve our outcomes, we aim to deliver system-level solutions to system-level issues, and local solutions to local issues. We achieve both of these better when we include professionals and service users in the thinking, policy development, design and implementation. We do that in major projects and more and more often as part of our everyday thinking and work.

#### **We will provide better advice to Government**

The Ministry's role as steward of the education system places a premium on policy analysis and advice that focuses on the long-term health and performance of that system, not just the performance of its individual parts. We are taking a more evidence-driven, end-to-end approach to policy design and advice to Ministers.

#### **We will use and share data and evidence to improve decision-making**

Data and information are critical to our ability to monitor the education system. We increasingly use data and information to bring the right support, at the right time, to where it will have the greatest effect on raising achievement in early learning, schooling and tertiary education. This is increasingly about ensuring others have the best information on which to make decisions (students, providers, other agencies), not just our own staff.

#### **We will provide tailored services and support to raise achievement**

Our view of the whole system helps us provide the right kind of practical services to individual children and young people, as well as to early childhood providers and schools. Our role is to jointly develop solutions that overcome obstacles to achievement for individuals, single providers and for groups of providers working together.

**WE WILL ACHIEVE  
MORE THROUGH  
EFFECTIVE  
COLLABORATIVE  
RELATIONSHIPS  
WITH THE  
SECTOR AND  
OTHER PARTNERS.**

**We will invest more effectively to raise achievement**

We focus on the long-term sustainability and effectiveness of the education system. Part of this is ensuring we are able to direct resources to where they can make the most difference, not only within the Ministry but across the system.

The work undertaken in tertiary education in recent years, with the Tertiary Education Commission, demonstrates how effective targeting of resources can deliver better outcomes, improve quality and save money. The work of the Education Infrastructure Service is another example of the shift we're driving - in this case from simply funding schools to actively working with them to manage the school property portfolio as an asset.

**Our organisational design**

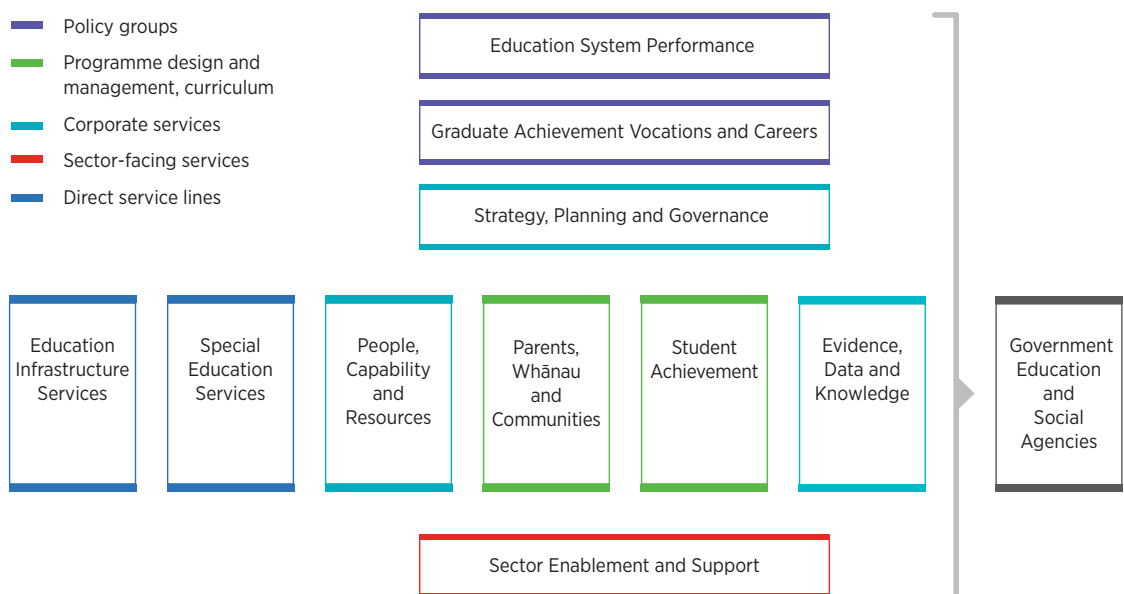
Our organisation is structured to support our stewardship role and achieve the priorities outlined in this plan. We will continue to:

strengthen our leadership - our leadership team is rejuvenated with new talent and our broader leadership cohort is beginning to effectively lead the changes we are seeking across the organisation

embed our behaviours and the values needed to support our stewardship role

work in a more integrated way across the Ministry, the education sector and government.

**Figure 1: The Ministry of Education organisational structure**





We have established three new groups: *Education System Performance; Evidence, Data and Knowledge* and *Strategy, Planning and Governance*. These groups reflect the importance of

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strategic system-focused policy advice and policy leadership

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evidence-driven practice across our organisation

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a stronger internal strategy and planning function to ensure the organisation is fully aligned behind our Four Year Plan.

## Our planning and resourcing are aligned to our priorities

### Business planning

Our business planning processes are increasingly ensuring each of our business groups prioritises and allocates resources to deliver our strategic objectives and outcomes. Our newly established Strategy, Planning and Governance Group will ensure that our internal planning is future-focused and fully aligned with government priorities and our intended outcomes. This group will also lead an improvement in our internal and external performance reporting.

### People capability

Our people strategy has identified the key areas of capability and development we require to fulfil our stewardship function and deliver our Four Year Plan. Key areas of capability are:

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policy capability that provides coherent evidence-based system analysis

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sector engagement that influences sector outcomes

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data and information that supports collaboration with the sector and informs policy advice.

The Ministry has performed strongly in a number of Equal Employment Opportunity (EEO) outcomes, particularly for Māori in senior management and the representation of women in management and senior management.

However, we have identified five areas in which we seek improvement:

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participation of Māori employees in the workforce across the Ministry

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participation of Pasifika employees in the workforce across the Ministry

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closing the gender pay gap across all roles

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retention of employees under 30 years of age

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increased participation of staff with disabilities.

### THERE ARE

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**OVER 1.5 MILLION**

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**LEARNERS FROM**

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**EARLY CHILDHOOD**

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**TO TERTIARY**

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**EDUCATION,**

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**MORE THAN**

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**70,000 EARLY**

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**CHILDHOOD AND**

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**SCHOOL TEACHERS**

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**WORKING IN**

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**AROUND 7,500**

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**PROVIDERS**

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**AND A FURTHER**

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**600 TERTIARY**

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**PROVIDERS.**

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## Finance

There is a significant investment, both public and private, in education in New Zealand. There are over 1.5 million learners from early childhood to tertiary education, more than 70,000 early childhood and school teachers working in around 7,500 providers and a further 600 tertiary providers. In 2015/16 government expenditure on Vote Education and Vote Tertiary is forecast to be \$14 billion. Nearly 90% of the budget goes directly to fund the provision of education and educational services. We are committed to improving the quality and impact of this expenditure over time.

## Information Communication Technology (ICT)

The Ministry's ICT strategy is designed to deliver our medium term objectives and long-term outcomes. Our ICT strategy supports innovative learning and enables stakeholders to have the information and data they need to make the best decisions for learners. In particular, it will enable:

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better access to and use of data and information to support more evidence-based decision-making

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access to digital learning opportunities to support 21st century practice in teaching and learning

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more efficient administration of education.





## Property

The Ministry manages the Crown's second largest property portfolio, which has a book value of \$11.5 billion. The property portfolio is a key enabler of the Ministry's strategic intentions: enabling 21st century learning practices through the provision of innovative learning environments, improving evidence-based investment decisions and increasing efficiencies.

Under current assumptions, there is a need for significant investment over the next 10 years to ensure capacity meets demand. This will be considered by the Government through a suite of business cases.

The Ministry's own property strategy (including our national office relocation) is designed to help us work better together, with the sector and across government as well as making savings.









**MINISTRY OF EDUCATION**  
TE TĀHUHU O TE MĀTAURANGA

[www.education.govt.nz](http://www.education.govt.nz)