

**In Confidence**

Office of the Minister of Education

Social Wellbeing Committee

**Education Work Programme 2021**

**Proposal**

- 1 This paper seeks agreement to the Education Work Programme 2021 (EWP 2021) for the next three years, to advance priority initiatives signalled in the Labour Party's Education Policy for the 2020 election and build on progress made during the last term of Government to ensure the education system delivers excellent and equitable outcomes for all children and learners.

**Relation to government priorities**

- 2 This proposal relates to pre-election commitments signalled in the Labour Party's Education Policy for the 2020 election. It seeks to further the achievement of the Government's five objectives for education [SWC-19-MIN-0120], and also supports the achievement of the Government's Child and Youth Wellbeing Strategy.

**Executive Summary**

- 3 New Zealand's education system performs well for many children and learners, but there are also many who are not served well by our current system, particularly Māori and Pacific learners, those with disabilities and/or learning support needs, and those from disadvantaged backgrounds. We must do more to address systemic issues, such as falling levels of academic achievement in maths and science, poor and declining rates of attendance, and relatively high levels of exposure to bullying.

- 4 I recommend that the main components of the education work programme for this term of government (i.e. Education Work Programme 2021 (EWP2021)) should be initiatives identified in the Labour Party's Education Policy for the 2020 election as priorities to implement:

- 4.1 the Early Learning Action Plan 2019-2029, with a focus on pay parity;
- 4.2 the Reform of the Tomorrow's Schools system;
- 4.3 Reforms of Curriculum, Progress and Achievement, and the National Certificates of Educational Achievement (NCEA);
- 4.4 development of both literacy and mathematics (including numeracy) strategies;
- 4.5 an action plan to improve student attendance and engagement;
- 4.6 initiatives to tackle barriers to educational success;
- 4.7 the Learning Support Action Plan 2019-2025;
- 4.8 Ka Hikitia – Ka Hāpaitia and Tau Mai Te Reo;
- 4.9 the Action Plan for Pacific Education 2020-2030;

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- 4.10 a strategic programme of investment in school property;
  - 4.11 the Reform of Vocational Education (ROVE);
  - 4.12 the Review of the Performance-Based Research Fund; and
  - 4.13 the International Education Strategy and the International Education Recovery Plan.
- 5 In addition, I intend to progress some further initiatives as part of EWP 2021 (in accordance with Labour's Education Policy and Rainbow Policy for the 2020 election), including:
- 5.1 continued work to attract and develop a strong, culturally competent education workforce that is capable, supported, valued and connected, including through changes to improve Initial Teacher Education;
  - 5.2 strengthening our youth transitions system;
  - 5.3 modernising careers advice in schools;
  - 5.4 reviewing the tertiary education funding system, including for degrees, to introduce a stronger focus on work-integrated learning across a broader range of disciplines;
  - 5.5 promoting safe and accepting school environments for Rainbow students to learn and thrive, including working with schools on providing gender neutral bathrooms for school students; and
  - 5.6 expanding the Creatives in Schools programme.
- 6 This is a substantial programme of work that will build on achievements over the last three years and will be subject to Cabinet decisions over the next three to four Budget cycles.

### Background

- 7 The 2018 Education Work Programme (EWP 2018) outlined an ambitious three-year programme of work to achieve the Government's objectives for education and to transform our education system into one that delivers excellent and equitable outcomes for all children and learners [SWC-18-MIN-0004].
- 8 EWP 2018 was underpinned by the Government's five key objectives for education, which were recently further formalised as part the statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) [SWC-20-MIN 0130].
- 8.1 Learners at the centre;
  - 8.2 Barrier free access;
  - 8.3 Quality teaching and leadership;
  - 8.4 Future of learning and work; and
  - 8.5 World-class inclusive public education.
- 9 The components of EWP 2018 were:
- 9.1 an early learning strategic plan and a review of home-based early childhood education;

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- 9.2 a review of Tomorrow's Schools;
  - 9.3 developing a future-focused Education Workforce Strategy;
  - 9.4 an action plan for learning support;
  - 9.5 a comprehensive reform of school property;
  - 9.6 a programme of change for the institute of technology and polytechnic (ITP) subsector and for vocational education more generally;
  - 9.7 supporting strong research that delivers outcomes for all New Zealanders;
  - 9.8 the NCEA review, a new approach to measuring learners' progress against the curricula, a long-term approach to the fees-free tertiary education and revision and development of the NELP, the TES and the International Education Strategy (already signalled); and
  - 9.9 a continuous focus on raising achievement for Māori learners through:
    - 9.9.1 work on Ka Hikitia;
    - 9.9.2 development of a strategic pathway for Māori-medium education;
    - 9.9.3 long-term solutions for the supply of Māori language teachers; and
    - 9.9.4 improving transition from school to the work force and/or further education and training; and
  - 9.10 a continued focus on raising achievement for Pasifika learners through work on the Pasifika Education Plan.
- 10 Significant progress has been made across early learning, schooling and tertiary to deliver EWP 2018, including a 30-year vision for education, the completion of a number of reviews and reforms, and the development of key strategies and action plans that steer the way forward.
- 11 While work to respond to COVID-19 delayed the delivery of some aspects of EWP 2018, it also revealed new opportunities to achieve the types of change needed to transform the education system. This includes new ways of working and partnering to deliver services and support, and a greater sense of cooperation, collaboration and trust.

### **Education Work Programme 2021 (EWP 2021)**

- 12 The education work programme for the current term of government (EWP 2021) will build on the achievements of the last three years with a strong focus on implementation and delivery. It will reflect our determination to address concerns with achievement, attendance and bullying, and our commitment to honouring Te Tiriti o Waitangi and Tiriti settlements to improve outcomes for ākonga Māori and their whānau.
- 13 In addition, EWP 2021 will play an important role in ensuring the education system plays its part in supporting New Zealand's economic recovery from the impact of COVID-19, including supporting labour market transitions and retraining, and the recovery of the international education sector.
- 14 The full proposed EWP 2021 is set out in Table One. I recommend that the main components of EWP 2021 should be:

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- 14.1 the Early Learning Action Plan 2019-2029, with a focus on pay parity;
  - 14.2 the Reform of the Tomorrow's Schools system;
  - 14.3 Reforms of Curriculum, Progress and Achievement (CPA), and the National Certificates of Educational Achievement (NCEA);
  - 14.4 strengthening literacy and mathematics (including numeracy) strategies;
  - 14.5 an action plan to improve student attendance and engagement;
  - 14.6 initiatives to tackle barriers to educational success;
  - 14.7 the Learning Support Action Plan 2019-2025;
  - 14.8 Ka Hikitia – Ka Hāpaitia and Tau Mai Te Reo;
  - 14.9 the Action Plan for Pacific Education 2020-2030;
  - 14.10 a strategic programme of investment in school property;
  - 14.11 the Reform of Vocational Education (ROVE);
  - 14.12 the Review of the Performance-Based Research Fund; and
  - 14.13 the International Education Strategy and the International Education Recovery Plan.
- 15 In addition, I intend to progress some further initiatives as part of EWP 2021 (in accordance with Labour's Education Policy and Rainbow Policy for the 2020 election), including:
- 15.1 continued work to attract and develop a strong, culturally competent education workforce that is capable, supported, valued and connected, including through changes to improve Initial Teacher Education;
  - 15.2 strengthening our youth transitions system;
  - 15.3 modernising careers advice in schools;
  - 15.4 reviewing the tertiary education funding system, including for degrees, to introduce a stronger focus on work-integrated learning across a broader range of disciplines;
  - 15.5 promoting safe and accepting school environments for Rainbow students to learn and thrive, including working with schools on providing gender neutral bathrooms for school students; and
  - 15.6 expanding the Creatives in Schools programme.
- 16 This is a substantial programme of work that will be subject to Cabinet decisions over the next three to four Budget cycles, and it will be underpinned by meaningful engagement with Māori and iwi, children, learners and their whānau, sector stakeholders, and employers.
- 17 In addition, the Education Review Office (ERO), the Ministry, and the New Zealand Council for Educational Research (NZCER) are working together to strengthen the evidence base through an education research, evaluation and development strategy, to continue to grow the knowledge base about what works.
- 18 Managing delivery at a local and regional level will be critical. This must take into account the capacity of stakeholders to partner in development and

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implementation work, as well as the capacity and capability of the Ministry of Education (the Ministry) and other Government agencies. It must also be adaptive to respond to challenges and priorities of the communities that education stakeholders are serving.

**Table One: Education Work Programme 2021**

<b>Objective 1:</b> Learners at the Centre	<ul style="list-style-type: none"> <li>• The Action Plan for Pacific Education 2020-2030</li> <li>• The Early Learning Action Plan 2019-2029, with a focus on pay parity</li> <li>• Ka Hikitia – Ka Hāpaitia and Tau Mai Te Reo</li> <li>• Promoting safe and accepting school environments for Rainbow students to learn and thrive, including working with schools on providing gender neutral bathrooms for school students</li> <li>• An action plan to improve student attendance and engagement</li> </ul>
<b>Objective 2:</b> Barrier free access	<ul style="list-style-type: none"> <li>• Initiatives to tackle barriers to educational success:             <ul style="list-style-type: none"> <li>○ Expand Ka Ora, Ka Ako   Healthy School Lunch programme;</li> <li>○ Implement an Equity Index for schools and early learning services; and</li> <li>○ Improve digital access to help address the digital divide in schools</li> <li>○ Free period products in schools and kura</li> </ul> </li> <li>• The Learning Support Action Plan 2019-2025</li> </ul>
<b>Objective 3:</b> Quality teaching and leadership	<ul style="list-style-type: none"> <li>• Reform of the Tomorrow’s Schools system:             <ul style="list-style-type: none"> <li>○ A new Education Service Agency</li> <li>○ A national Curriculum Centre</li> <li>○ An independent mechanism for raising and resolving complaints, including supporting the use of restorative practice</li> <li>○ A more visible support system for school leadership</li> <li>○ Strengthening school governance</li> <li>○ Strengthening the Māori medium education pathway</li> <li>○ Ensuring school enrolment schemes are fair</li> </ul> </li> <li>• Reforms of Curriculum, Progress and Achievement, and NCEA:             <ul style="list-style-type: none"> <li>○ Refresh the national curriculum</li> <li>○ Ensure that Aotearoa New Zealand’s histories are taught in all New Zealand schools and kura from 2022</li> <li>○ Implement the NCEA Change Programme</li> </ul> </li> <li>• Develop a literacy strategy and a mathematics (including numeracy) strategy</li> <li>• Continued work to attract and develop a strong, culturally competent education workforce that is capable, supported, valued and connected, including through changes to improve Initial Teacher Education</li> </ul>
<b>Objective 4:</b> Future of learning and work	<ul style="list-style-type: none"> <li>• The Reform of Vocational Education:             <ul style="list-style-type: none"> <li>○ Establish Workforce Development Councils, and oversee the integration of Te Pukenga</li> <li>○ Creating a framework and a plan for a unified funding system</li> </ul> </li> <li>• The International Education Strategy and the International Education Recovery Plan</li> <li>• Strengthen youth transitions system</li> <li>• Modernise careers advice in schools</li> <li>• Reviewing the tertiary education funding system, including for degrees, to introduce a stronger focus on work-integrated learning across a broader range of disciplines</li> <li>• Expanding the Creatives in Schools programme</li> </ul>
<b>Objective 5:</b> World class inclusive public education	<ul style="list-style-type: none"> <li>• A strategic programme of investment in school property</li> <li>• The Review of the Performance-Based Research Fund</li> </ul>

**Main components of EWP 2021 in more detail**

***The Early Learning Action Plan 2019-2029, with a focus on pay parity***

- 19 The Early Learning Action Plan 2019-2029 provides a stepped approach towards achieving the Government’s vision for early learning for the next ten years. I intend prioritising further movement towards pay parity between qualified teachers in education and care centres and their counterparts in schools and kindergartens. A key consideration in this area will be ensuring that early learning services are increasing teacher pay. Another key focus will be implementing a managed network approach for early learning services. This is required to be implemented within two years of the passing of the Education and Training Act 2020 and will be undertaken as part of the Ministry redesign.

***The Reform of the Tomorrow’s Schools system***

- 20 The Reform of the Tomorrow’s Schools system agreed by Cabinet in October 2019 seeks to address weaknesses in the education system’s ability to deliver excellent and equitable outcomes to all learners by investing in a more networked, responsive, and supported system in stages over a number of years [SWC-19-MIN-0153 refers].
- 21 I remain committed to working with the Associate Ministers of Education to progress all of the actions agreed by Cabinet. Over the next three years, I intend to progress key components of the reforms through EWP 2021. I will report to Cabinet on progress to implement the Tomorrow’s Schools reforms, including proposals for school leadership, governance, and enrolment schemes by August 2021.

***Reforms of Curriculum, Progress and Achievement, and NCEA***

- 22 The Ministry is working in collaboration with the sector to address inequitable learning outcomes in years 1 to 10 through curriculum renewal and understanding progress [CAB-19-MIN-0427], starting with changes to ensure that Aotearoa New Zealand’s histories are taught in all kura and schools from 2022 [CAB-MIN-19-0455]. The Associate Minister of Education, Hon Jan Tinetti, and I have reported to Cabinet with updates and next steps for this work [CBC-20-MIN-0133 and CBC-21-MIN-0004].
- 23 Work is also underway to implement the NCEA Change Programme Cabinet agreed in February 2020 [SWC-20-MIN-0001]. The strengthened NCEA will work better for families and whānau, prepare students for further education and work, and support schools and kura to deliver higher quality programmes of learning. I will report back to Cabinet with an update on the NCEA Change Programme by October 2021.

***Literacy and mathematics (including numeracy) strategies***

- 24 Persistent inequities and a pattern of longer-term decline in student performance make clear that current approaches to teaching literacy and mathematics (including numeracy) are not working for all students. It is time to step back and take a fresh look at a range of system settings to ensure that there is sustained improvement and all learners get the literacy teaching and learning they need, and

that they are successful in obtaining the new NCEA co-requisites. This review will draw on the latest evidence about effective teaching and learning and inform the development and implementation of strategies for literacy and mathematics (including numeracy) that meet the unique needs of Māori and English medium education. I will report back to Cabinet with an update on these strategies by October 2021.

- 25 Work has already begun on improvements in early literacy, as this ensures that all learners get the best start and can build on a strong foundation to support their learning along the rest of their pathway. Resources and guidance for early literacy are being strengthened, including professional support for teachers and enhancements to the Ready to Read series and the Reading Recovery intervention.

***An action plan to improve student attendance and engagement***

- 26 Student attendance in our schooling system has been declining since around 2013. COVID-19 had posed additional challenges around student attendance and engagement. The creation of the Urgent Response Fund (URF) has provided an opportunity to fund new, locally developed solutions to the student attendance and engagement challenge. Over the coming year I intend to review the structure and performance of existing investments in student attendance services, drawing on the lessons we have already learned from the URF investments.

***Initiatives to tackle barriers to educational success***

- 27 Addressing barriers to educational success, including factors that influence the behaviour and wellbeing of children and young people, is a general objective, but over the next three years we will focus on four initiatives.

***Expand Ka Ora, Ka Ako | Healthy School Lunch programme***

- 28 Consistent with the Government's Child and Youth Wellbeing Strategy, the Ka Ora, Ka Ako | Healthy School Lunch programme aims to reduce food insecurity, improve wellbeing and reduce barriers to access to education. Once fully implemented in 2021, the programme will serve approximately 217,000 students per day and support approximately 2,000 jobs in local communities. Funding for the programme concludes at the end of the 2021 school year. 9(2)(f)(iv)

***Implement an Equity Index for schools and early learning services***

- 29 Directing equity-based funding towards the schools and services with the most socio-economically disadvantaged learners can help give all learners the opportunity to achieve to their potential. In September 2019, Cabinet agreed in principle to replace school deciles (based on Census data on pupils' neighbourhoods) with an Equity Index [CAB-19-MIN-0472]. Cabinet also noted that the Ministry was exploring an Equity Index for early learning. I intend to report to Cabinet by September 2021 on progress to implement equity funding for schools, including how the transition will be managed. Work on an Equity Index for early learning has also begun, but this is a substantial task and is expected to take some time to complete.

*Improve digital access to help address the digital divide in schools*

- 30 The digital divide is not new. However, the transition to emergency distance learning during COVID-19 has exposed the breadth and impact of this issue on children and learners and accelerated the urgency for a response. The complex and varied nature of barriers to, and benefits of, digital inclusion make it clear that no organisation or sector can solve the challenge of digital exclusion on its own. The Ministry is part of a recently established cross-agency advisory group, being facilitated by the Department of Internal Affairs. Over the next three years we will continue to work towards achieving this priority in alignment with a cross-government approach.

*Free period products in schools and kura*

- 31 Providing access to free period products in all state schools and kura will help reduce barriers to education, improve child and youth wellbeing, reduce financial strain on families and whānau experiencing poverty/material hardship and promote positive gender norms while also reducing stigmatisation of menstruation. As part of EWP 2021, we will continue to address inequality through providing free access to period products in schools and kura.

***The Learning Support Action Plan 2019-2025***

- 32 The Associate Minister of Education, Hon Jan Tinetti will lead the implementation of the Learning Support Action Plan 2019-2025 (LSAP) to drive progress towards an inclusive education system where children and young people with learning support needs and disabilities are welcome and where their achievement, progress, wellbeing and participation are valued and supported. Key components of the LSAP include the implementation of the new Learning Support Coordinator roles, strengthening early identification of need and early intervention, and developing our support for neurodiverse ākonga, gifted ākonga and ākonga at risk of disengaging. Over the next three years, we will continue to work towards achieving these priorities, for example by refining our approach to Learning Support Coordinators and improving our supports for students at risk of disengagement.

***Ka Hikitia – Ka Hāpaitia and Tau Mai Te Reo***

- 33 Underpinning all of our work on EWP 2021 will be the implementation of Ka Hikitia – Ka Hāpaitia and Tau Mai Te Reo. These two strategies provide clear direction on Māori education and Māori language in education for all learners. They also set out the actions that the Associate Minister of Education (Māori Education), Hon Kelvin Davis, the Ministry and education agencies will take to give effect to this strategic direction. Ka Hikitia – Ka Hāpaitia and Tau Mai Te Reo will play a key role in supporting and encouraging te reo Māori, including achieving the aspirations of Maihi Karauna, and ensuring our education system delivers excellent and equitable outcomes for all ākonga and whānau.

***The Action Plan for Pacific Education 2020-2030***

- 34 Over the next 3 years, the Associate Minister of Education, Hon Aupito William Sio, will lead targeted initiatives to improve outcomes for Pacific learners and their families through the implementation of the Action Plan for Pacific Education 2020-

2030, including further work on the potential to grow Pacific medium pathways as part of the Tomorrow's Schools reforms [SWC-19-MIN-0153]; growing the cultural competency of teachers through embedding Tapasā; supporting meaningful pathways for Pacific learners across the education system, including strengthening Pacific early learning provision; growing a competent Pacific workforce; supporting anti-racism and discrimination focussed activities; and ensuring our COVID-19 response works for Pacific learners and families.

***A strategic programme of investment in school property***

35 To ensure all schools have quality classrooms by 2030, I have established a National School Redevelopment Programme (NSRP), which will deliver critical upgrades to our worst condition schools over the next ten years. I have already announced seven schools from the first wave of this programme. I have also released New Zealand's first National Education Growth Plan (NEGP) which identified 39 high growth catchments where additional student places are required by 2030. We allocated \$1.2 billion towards delivering the first stage of this plan.

***The Reform of Vocational Education (ROVE)***

36 Work on the implementation of ROVE will also be progressed through EWP 2021. These reforms will create a strong, unified, sustainable system for all vocational education and training that delivers the skills that learners, employers and communities need to thrive. An area of focus will be working with industry, Māori employers, and Te Tiriti partners to establish six Workforce Development Councils by early June 2021. The Ministry and the Tertiary Education Commission are also progressing the integration of the Transitional Industry Training Organisations' training functions to Te Pūkenga and other providers, set for on or before December 2022. I intend to report to Cabinet by April 2021 on the high-level design of the unified funding system for vocational education and the long-run cost pressures in vocational education.

***The Review of the Performance-Based Research Fund***

37 In July 2020, Cabinet agreed that the Ministry would undertake targeted consultation on a range of proposed changes and options for strengthening the Performance-Based Research Fund (PBRF), informed by the recommendations of the independent review panel [SWC-20-MIN-0102 refers]. I intend to report to Cabinet by May 2021 with a final package of changes to the PBRF, informed by the recent targeted consultation with the sector.

***The International Education Strategy and the International Education Recovery Plan***

38 The International Education Strategic Recovery Plan, approved by Cabinet in June 2020 [SWC-20-MIN-0079] in response to the impact of COVID-19, is fully aligned with the International Education Strategy 2018-2030 [DEV-18-MIN-0148], and aims to stabilise and rebuild a stronger, more sustainable sector in the future. I intend to report to Cabinet with recommendations on the final International Education Strategic Recovery Plan by April 2021 [SWC-20-MIN-0079].

**Financial Implications**

- 39 The initiatives in EWP 2021 are subject to future Budget decisions and will have implications for the next three to four Budgets at least. I have asked the Ministry to provide me with advice on options for sequencing and timing of the delivery of EWP 2021 initiatives in preparation for decisions on Budget 2021 and subsequent Budgets.

### **Legislative Implications**

- 40 There are no legislative implications associated with this paper.

### **Population Implications**

- 41 It is my expectation that key components of the EWP 2021, including curriculum reform, work on building a culturally competent workforce, and tackling barriers to educational success, will contribute towards valuing diversity and addressing the racism and discrimination faced by religious and ethnic communities, and other minority groups. This will contribute towards addressing some of the issues highlighted through the recent the Royal Commission Inquiry into the Terrorist attack on Christchurch masjidain and community hui, and help build a society where people feel safe, have equal opportunities and do not experience discrimination.
- 42 It is also my expectation that the implementation of the NELP and TES, alongside other key components of EWP 2021, including the Action Plan for Pacific Education 2020– 2030, will play an important role in helping to address existing inequities within the education system for Pacific learners and their families.
- 43 EWP 2021 will extend our work to improve outcomes for learners with disabilities and/or learning support needs, including implementing the Learning Support Action Plan 2019-2025; strengthening school governance to ensure schools are inclusive and responsive to the needs of all learners; and establishing an independent mechanism for raising and resolving complaints. EWP 2021 is consistent with the objectives of Article 24 of the United Nations Convention on the Rights of Persons with Disabilities and the New Zealand Disability Strategy 2016-2026. To give effect to UNCRPD, effective engagement with disabled learners and their family and whānau must be embedded across EWP 2021.

### **Human Rights**

- 44 This proposal is consistent with the New Zealand Bill of Rights Act 1990 and the Human Rights Act 1993.

### **Treaty of Waitangi Implications**

- 45 EWP 2021 will build on progress made over the past three years to ensure Te Tiriti o Waitangi is foundational to the education system, strengthen Māori Crown relationships, including through genuine partnerships, honouring historic Tiriti settlements with iwi, and support emerging settlement negotiations. A key part of EWP 2021 will be ensuring that the momentum of our work to strengthen the Māori Crown relationship and honour Te Tiriti o Waitangi continues.

### **Consultation**

- 46 The following agencies have been consulted: Department of Prime Minister and Cabinet, Education New Zealand, Education Review Office, Ministry for Business, Innovation and Employment, Ministry of Culture and Heritage, Ministry of Health, Ministry of Justice, Ministry for Pacific Peoples, Ministry of Social Development, Ministry for Women; New Zealand Qualifications Authority, Office for Disability Issues, Ministry for Children Oranga Tamariki, Public Service Commission, Te Arawhiti, Tertiary Education Commission, Te Puni Kōkiri, The Treasury.

### Communications

- 47 The Minister of Education will make EWP 2021 public during March 2021.

### Proactive Release

- 48 The Minister of Education intends to release the Cabinet paper proactively in whole within 30 business days of decisions being confirmed by Cabinet.

### Recommendations

- 49 The Minister of Education recommends that the Committee:

1 **note** that, in February and September 2018, Cabinet agreed to a programme of work to build a high-quality education system for all New Zealanders through the Education Work Programme 2018 (EWP 2018) [SWC-18-MIN-0004 and SWC-18-MIN-0114]

2 **note** that, over the past three years, significant progress has been made on the main components of the EWP 2018, but there have also been some implementation delays due to COVID-19 and resultant capacity constraints

3 **agree** that the education work programme for this next term of government build on progress made through EWP 2018 and the COVID-19 response, and reflect the priorities set out in the Labour Party's Education Policy for the 2020 election

4 **agree** that the main components of Education Work Programme 2021 (EWP 2021) be:

- 4.1 the Early Learning Action Plan 2019-2029, with a focus on pay parity;
- 4.2 the Reform of the Tomorrow's Schools system;
- 4.3 Reforms of Curriculum, Progress and Achievement, and the National Certificates of Educational Achievement (NCEA);
- 4.4 development of both literacy and mathematics (including numeracy) strategies;
- 4.5 an action plan to improve student attendance and engagement;
- 4.6 initiatives to tackle barriers to educational success;
- 4.7 the Learning Support Action Plan 2019-2025;
- 4.8 Ka Hikitia – Ka Hāpaitia and Tau Mai Te Reo;
- 4.9 the Action Plan for Pacific Education 2020-2030;
- 4.10 a strategic programme of investment in school property;

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- 4.11 the Reform of Vocational Education (ROVE);
- 4.12 the Review of the Performance-Based Research Fund; and
- 4.13 the International Education Strategy and the International Education Recovery Plan.

**5 agree** that the following components also be progressed as part of EWP 2021 (in accordance with Labour’s Education Policy and Rainbow Policy for the 2020 election):

- 5.1 continued work to attract and develop a strong, culturally competent education workforce that is capable, supported, valued and connected, including through changes to improve Initial Teacher Education;
- 5.2 strengthening our youth transitions system;
- 5.3 modernising careers advice in schools;
- 5.4 reviewing the tertiary education funding system, including for degrees, to introduce a stronger focus on work-integrated learning across a broader range of disciplines;
- 5.5 promoting safe and accepting school environments for Rainbow students to learn and thrive, including working with schools on providing gender neutral bathrooms for school students; and
- 5.6 expanding the Creatives in Schools programme.

**6 invite** the Minister of Education to report to Cabinet as follows:

progress to implement the Tomorrow’s Schools reforms, including proposals for school leadership, governance, and enrolment schemes	by August 2021
progress to implement equity funding for schools, including how the transition will be managed	by September 2021
an update on the NCEA Change Programme	by October 2021
Literacy and mathematics strategies	by October 2021
the long-run cost pressures in vocational education, and the redesigned funding system to support ROVE	by April 2021
recommendations on the final International Education Strategic Recovery Plan	by April 2021
a final package of changes to the Performance Based Research Fund, informed by the recent consultation with the sector	by May 2021

Authorised for lodgement

Hon Chris Hipkins

Minister of Education