Education System Stewardship Forum (ESSF) Work Programme 2016

Priority Area One: Māori and Pasifika learning and success	
Key system action	**System goals**
1 Provide youth at risk of achieving only low or no qualifications, pathways to educational achievement and attainment, and use the insights gathered through this action to strengthen educational pathways and performance throughout the system.	1.1 Expand NCEA and the whānau, NCEA and ma le Pasifika to provide families and communities with more information about education pathways. 1.2 Establish a one-stop education pathway information shop for learners, families and communities that connects to business and employers. 1.3 Re-engage learners who are outside of the education system (e.g. provision of 'make a space'). 1.4 Unlock education provision for learners who are outside of the education system. 1.5 Expand and connect student journey stories to tertiary pathways and/or into employment. 1.6 Promote STEM pathways to Māori and Pasifika. 1.7 Develop quality Māori medium pathway that increases participation and lifts student achievement.
Supporting system actions	**System goals**

2 Develop a robust evidence base across the education system to sharpen investments in Māori and Pasifika achievement.	2.1 Develop a framework for the review of current investment so we can:
	   a. Stop ineffective investment
	   b. Redirect the funding to accelerate Māori and Pasifika achievement.
	2.2 Develop stronger system measures for Māori and Pasifika success.
	2.3 Strengthen the collection of data on Māori medium provision across the system
	   a. Collect data on Māori medium provision in tertiary.
	2.4 Develop stronger processes for sharing Māori and Pasifika data across agencies.

3 Develop and deliver a new shared implementation approach to drive the lift in achievement we are all seeking for Māori and Pasifika. This could include a process led by an outside agency that has clients and stakeholders co-creating solutions with education agency staff.	This is linked to Building Block B – *establish an innovative, integrated implementation model.*
4 Build education agencies' capability and capacity to respond effectively to Māori and Pasifika learning and success.	4.1 Develop and implement a system strategy to improve leadership in this area through the Education Career Board.
5 Develop a co-ordinated system response to support all parts of the education sector respond effectively to Māori and Pasifika learning and success.	5.1 Collect consistent data on Māori and Pasifika learning and success across the system to identify providers needing additional assistance. 5.2 Agencies take immediate and coordinated action when providers are identified.

Priority Area Two: Powering up learners, parents, communities and employers to influence the quality and relevance of teaching and learning and lift achievement	
Key system action	**System goals**
1. Establish an education system learner and parent hub to provide pragmatic information, advice and issues resolution across the agencies. This could include an education helpline, a common complaints process and agreeing on one learner and parent portal for education.	1.1 Involve learners, parents, communities and employers in the service design of the hub and services. 1.2 Establish the agreed channels. 1.3 Establish a common complaints process for learners and families. 1.4 Collect the information to improve operational practice. 1.5 Use plain language in all communications.
Supporting system actions	**System goals**
2. Provide learners with their progressive record of learning from ECE to tertiary.	This is linked to and dependent upon the achievement of Priority Area Four - *Information management and technology.*

3. Build our insight capability and capacity to engage with learners, parents, communities and employers and back the sector to embed and expand good practice.	3.1 Strengthen learner parent engagement about learning as part of ERO's 4/5 year returns.
	3.2 Provide the sector with exemplars of good practice in PLD and resources.
	3.3 Share each agency's resources for learners, parents and communities, avoid duplication, and use consistent messages when working in the sector.
	3.4 Improve our operational practice through a rapid learning approach (such as Improving Cycles) to power up learners, parents, communities and employers.
	   a. Segment customer groups to identify those who would benefit most from an engagement model
	   b. Support innovation through changes to the BAU of agencies.
	3.5 Build a student voice in to everything we do across the system.
	3.6 Introduce an ongoing parent survey for ECE services and schools (similar to the OFSTED parent survey).

4. Establish an information channel for employers and the business community.	4.1 Work with employer groups to identify what education information they want and how and where they would like to receive it.

Priority Area Three: Quality teaching, leadership and assessment- a workforce and curriculum fit for purpose in an international and digital era	
Key system action	**System goals**
1. Implement a national approach to ensure all beginning teachers meet agreed quality requirements (for example, literacy, numeracy and digital and 21st century skills) and are recruited in areas of shortage.	1.1 Review and improve selection criteria for ITE to create high and consistent entry criteria that better meets the current demands (i.e. STEM subject teachers, Māori and Pasifika teachers). 1.2 Review and improve the support provided to Beginning Teachers (mentoring, talent management, career pathway planning etc). 1.3 Publish stakeholder feedback on the quality of ITE by provider to achieve greater transparency. 1.4 Review employment practices of Beginning Teachers to support greater retention. 1.5 Review the levers for quality teaching and teachers/educators across the system (including tertiary). 1.6 Develop consistent and agreed measures of teaching quality to use at key points of certification, appraisal and review (e.g. NZQA reviews).
Supporting system actions	**System goals**
2. Develop and implement shared systems across agencies to provide information that can be used to improve the quality of teaching, assessment and leadership from ECE to tertiary.	2.1 Create one shared data and evidence set on the education sector workforce, including ITE pathways and qualifications (both Māori medium and mainstream) of current workforce etc. 2.2 Use the data to engage with the sector (and public) about the strengths and weaknesses of the system. 2.3 Create one portal for educators.
3. Develop a shared leadership strategy for the education sector workforce.	3.1 Develop a talent management approach to leadership. 3.2 Develop career pathways for pedagogical leadership from ECE to tertiary. 3.3 Recognise and reward sector leadership from ECE to tertiary. 3.4 Review principal appointment processes to support high quality appointments.
4. Develop a shared approach to support and promote high quality teaching, curriculum and assessment from ECE to tertiary.	1.1 Provide educators and teachers with accessible information and professional learning to support their teaching practice (links to educator portal). 1.2 Promote effective collaboration to raise the quality of teaching. 1.3 Provide support to teachers to implement the curricula (with an initial focus on years 4 to 8 and ECE). 1.4 Develop a system approach to supporting the digital readiness of the sector – including learners and educators. 1.5 Review the current curricula. 1.6 Review current assessment practices (with an initial focus on reducing unnecessary assessment in primary and NCEA).

Priority Area Four: Information management and technology	
Key system action	**System goals**
1. Align or consolidate our data systems, tools and our support and analytical capability, to improve access and decision-making for all. This may extend to the education agencies consolidating some systems with social sector agencies.	1.1 Consolidate tools, technology, people and resources across agencies. 1.2 Establish agreed principles for how we manage data and information. 1.3 Solve identity management across the system. 1.4 Develop a national education data dictionary. 1.5 Establish a shared agreement on data management and governance. 1.6 Complete a stock-take of the current data education agencies hold. 1.7 Improve data standard and quality (to meet international standards). 1.8 Develop a strategy for the management of wholesale data across the agencies. 1.9 Build agency capability. 1.10 Adopt international standards and guidelines.
Supporting system actions	**System goals**
2. Facilitate easy, timely and consistent access to comprehensive data, information and support for learners, their families, and communities and other stakeholders in the learner's journey to assist them to make better decisions about their current and future learning; and the social, economic and cultural opportunities that their learning pathway can open up for them.	2.1 Ask customers what information and support they want. 2.2 Develop a strategy for the development of retail products. 2.3 Build in customer feedback loops to improve the tools. 2.4 Involve customers in the design of retail products. 2.5 Segment data for stakeholder groups. 2.6 Identify the 'tool kit' and pull the tools together in a cohesive way for customers. 2.7 Support customers to use information.
3. Provide/facilitate open access management and learner focused data and information to enable greater third party use and application.	3.1 Develop common wholesale data channels. 3.2 Prepare wholesale data for shared use.
4. Facilitate easy, timely and consistent access to comprehensive management data and information for those who manage the education systems (teachers, principals, managers, administrators, funders and policy makers) to enable them to make better management decisions at class, provider and system levels.	4.1 Ask customers what information they want. 4.2 Develop a common view at the data and information level of the business of education. 4.3 Support customers to use information to make quality decisions and plans.

Building blocks	
Building block action	**System goals**
A. Further strengthen our collective stewardship role to improve system performance.	A.1 Develop and tell our shared education story that sets out our vision, explains our priorities, outlines how we will work together and explores how the system will work better for our learners in future. A.2 Quickly establish a high impact high visibility flag ship project to demonstrate our ability to work together across agencies and with learners, parents and the private sector. i. A potential deliverable could be providing learners with their record of their learning from ECE through to tertiary and ongoing in to the workplace. This deliverable would require significant involvement from learners and their families and partnering with the private sector. This deliverable is included as a supporting action in Priority Area Four - *Information management and technology*.
B. Establish an innovative, integrated implementation model to enable staff and resources from across the agencies to jointly deliver.	B.1 Establish service design thinking and implementation projects for each of the four priority areas. These projects will include elements of the Ministry's GUAVA collective team protocol with service design thinking expert support, the ability to work with users, strong sponsorship and be resourced. B.2 Each of the four priority areas could apply different approaches, for example: • A co-located interagency project approach • An outside led process run by an agency like Creative HQ that has clients, stakeholders co-creating solutions with education agency staff • A tri-agency approach where three agencies work together intensively, periodically engaging with the other education agencies as necessary. B.3 Expand and embed a joint education system work programme. B.4 Use the education system work programme to promote shared leadership and talent management across our agencies through the Education Career Board.
C. Push our planning and performance systems to get the optimal setting for alignment and individual agency accountability.	C.1 Develop and agree a shared system strategic framework across all the agencies and in so doing we will also agree the key performance measures for the four priority areas (and for system outcomes). C.2 Develop our next Four Year Plans and strategies together and share information more efficiently and effectively to enable the system to deliver on challenging but realistic targets – looking out to 2020 and beyond. This will include taking opportunities through the Budget process to move to a more flexible appropriation structure for system agencies.