

# Foreword: Minister of Education

This government is committed to transforming New Zealand over the next decade.

We’re doing this by focusing on what will make the biggest difference to our economy, our families and whānau and communities, and our sense of national identity.

We want a country where all New Zealanders can plan ahead and play to their strengths, where they are part of a society where knowledge is central.

For the education system the development of a knowledge society is of huge importance because it demands change in everything we do.

Today’s students need to be ready to learn, ready to change, ready to adapt and ready to contribute creatively to society. They need to be equipped to thrive in a society and an economy that is not based on old, industrial, hierarchical forms of organisation. They need to be equipped for an economy in which knowledge is the primary driver of growth.

We must move towards a learning system that ensures every student – whatever their age or background – is engaged in, and excited by, their learning, and able to achieve their potential. No matter where education takes place the basic components of a 21st century education are the same. I have been using the term ‘personalising learning’ to draw together the changes schools are already demonstrating in the way they organise teaching and learning.

Personalising learning involves thinking about learning as an active process. Students get to be informed, active participants in their own learning, they contribute to decisions about what learning can work best for them, and have a much better understanding of how they are progressing.

The Ministry of Education plays a critical role in delivering the government’s goals for New Zealand and in leading the transformation of our education system.

This Statement of Intent sets out outcomes for the ministry and a work programme which will:

* deliver education’s contribution to the government’s themes for New Zealand
* advance the transformation of our education system through personalising learning and progress key priority areas
* make significant improvements in key areas of presence, engagement and achievement across the system.

The outcomes and work programme are consistent with and reinforce the policies and performance expectations of the government.

These are exciting times for education and I am confident that through the priorities and areas of focus set out in this Statement of Intent we will transform the system to deliver the education today’s students need to succeed in tomorrow’s world.

**Hon Steve Maharey**Minister of Education

# Foreword: Minister for Tertiary Education

A top priority for the government is transforming the economy through a commitment to increasing the skills and knowledge of New Zealanders.

An innovative, highly skilled, high knowledge economy is the best way to raise living standards for all.

Our ambition is to transform our economy into a highly skilled, innovative exporting economy. To achieve this we are investing heavily in skills, learning, research, science and technology.

The tertiary education sector plays a key part in accelerating the transformation of New Zealand’s economy and achieving New Zealanders’ broader social and cultural aspirations.

The new Tertiary Education Strategy, incorporating the Statement of Tertiary Education Priorities, underlines our determination to equip the country with the kind of 21st century skills needed to drive economic transformation. The Strategy sets out the government’s expectations and priorities for New Zealand’s tertiary education system. Consultation undertaken by the ministry during its development in 2006 confirmed that New Zealanders value our tradition of a broad and inclusive tertiary education system that makes a significant contribution to the economic, social, cultural, and the environmentally sustainable development of our nation.

A key priority in the Strategy is to make tertiary education more accessible and more affordable, so more New Zealanders can get the training they need. To achieve this we are reforming the tertiary education sector so that taxpayers, students and employers have more confidence that the tertiary sector is delivering to their needs.

The tertiary reform programme, which is currently under way, will ensure we have a sharper focus on quality, relevance and value for the investment in the tertiary sector. From 2008 the government will be investing in priority areas of tertiary education, and shifting resources to education and training that better matches skill and learning needs. Industry and employers will have greater roles in defining the competencies that graduates need to have. Students will be determining what and how they learn. Tertiary organisations will determine what their distinctive contributions will be and invest in capabilities and staffing around these priorities.

This Statement of Intent[[1]](#footnote-1) sets out how the ministry intends to deliver government’s priorities, and the role it plays in the tertiary reform programme. The ministry’s strategic leadership role and the advice it provides government on the direction and performance of the system will shape current and future priorities to help make tertiary education more accessible and more affordable so more New Zealanders can get the training they need.

**Hon Dr Michael Cullen**Minister for Tertiary Education

# Introduction: Secretary for Education

This Statement of Intent sets out how the ministry will deliver education’s contribution to the implementation of government themes, and on key ministerial priorities for education.

To do this the ministry has set an overarching outcome of building a world-leading education system that equips all New Zealanders with the knowledge, skills and values to be successful citizens in the 21st century.

To achieve this we are focused on three paths. On the first path we focus on key areas where significant improvements in presence, engagement and achievement are needed in early childhood education and schooling, and where improvements in quality and relevance are needed in tertiary education.

On the second path we will develop the key features of personalising learning that will support the system to deliver educational innovation and change.

On the third path the ministry will lead and support change to ensure that the education system values, respects and is successful for all children and young people, in particular Māori, Pasifika and students with special education needs.

All three paths have significant challenges and require change across the education sector and within the ministry itself.

## The challenge of equity

Our education system is good – the best in New Zealand is as good as anything in the world. However, at present we have a group of students, many of whom are Māori, Pasifika or who have special education needs, who are not succeeding and for whom the system is not delivering. All New Zealand’s children are entitled to the best education and we cannot be tolerant of failure where it affects the education of New Zealand’s children and young people.

## The challenge of urgency

To provide the best education for all we need to develop in the sector and within the ministry a sense of urgency in dealing with the challenges we face.

We already have a number of initiatives in place that are focused on raising achievement. The challenge now is to pull all these together into a coherent whole and develop a sense of priority, with the ministry providing clear leadership with the sector alongside.

For each specific area of focus we have set targets and identified critical areas on which the ministry will concentrate effort and resources to bring about change.

## The challenge of 21st century learning

For success in the 21st century New Zealanders will need to develop the critical lifelong learning and thinking skills needed in the knowledge era. For this to happen, our education system will need to change. We will need changes not only to what we learn, but also to the way we learn.

We need an education system that is flexible enough to respond to and reflect the aspirations and the needs of the students, not to squeeze them to fit the demands of the system. The system itself must be creative and innovative in order to encourage and value creativity and innovation in all students.

Developing an understanding of these changes and how to give effect to them is at the heart of our work on personalising learning.

## The challenge of change

Our challenge is to ensure the ministry is ready and able to lead and support the sector and other government agencies to deliver on these priorities.

To do this the ministry needs to continue to become a more responsive, transparent and strongly outcomes focused organisation.

We want it to be clear what sort of education system the ministry stands for and want the ministry to be a high performing organisation known for its high standards, the high quality of its policy, services, relationships and responsiveness.

**Karen Sewell**Secretary for Educatio

1. 2007 - 2012 [↑](#footnote-ref-1)