

Vision for the Education Workforce 2032

Introduction

In May 2018 the Government agreed on the scope and approach for developing a comprehensive Education Workforce Strategy in partnership with the education sector. The scope encompassed early learning, primary, and secondary education learning support, administrative and executive functions, for both Māori and English education.

An Education Workforce Strategy Governance Group (EWSG) of 25 sector members representing the diversity of the education sectors within scope, was formed to co-design and develop the strategy. The membership is outlined at Annex A. The strategy for the Māori medium education workforce has its own sector workforce group and is being developed using a parallel, but connected process alongside the wider workforce strategy. The governance groups are supported by a Programme Director and a secretariat provided by the Ministry of Education.

The challenge for the EWSG is to develop, in partnership, a workforce strategy that ensures Aotearoa New Zealand has a capable and motivated workforce in sufficient quantity to meet demand, and to enable all young ākonga to thrive in future Aotearoa New Zealand - thirteen years away (2032 and beyond).

Between August 2018 and February 2019 the EWSG worked toward a shared vision for New Zealand's education workforce. This vision statement is the result of their collaborative efforts. The EWSG is now working toward the strategy document and implementation plan that will give full effect to this vision. The strategy is due to be completed by July 2019 and the implementation plan by September 2019. Work will get underway immediately post September on some short term actions for next year that can begin making a real difference in the short and medium term as well as a greater transformation over the longer term.

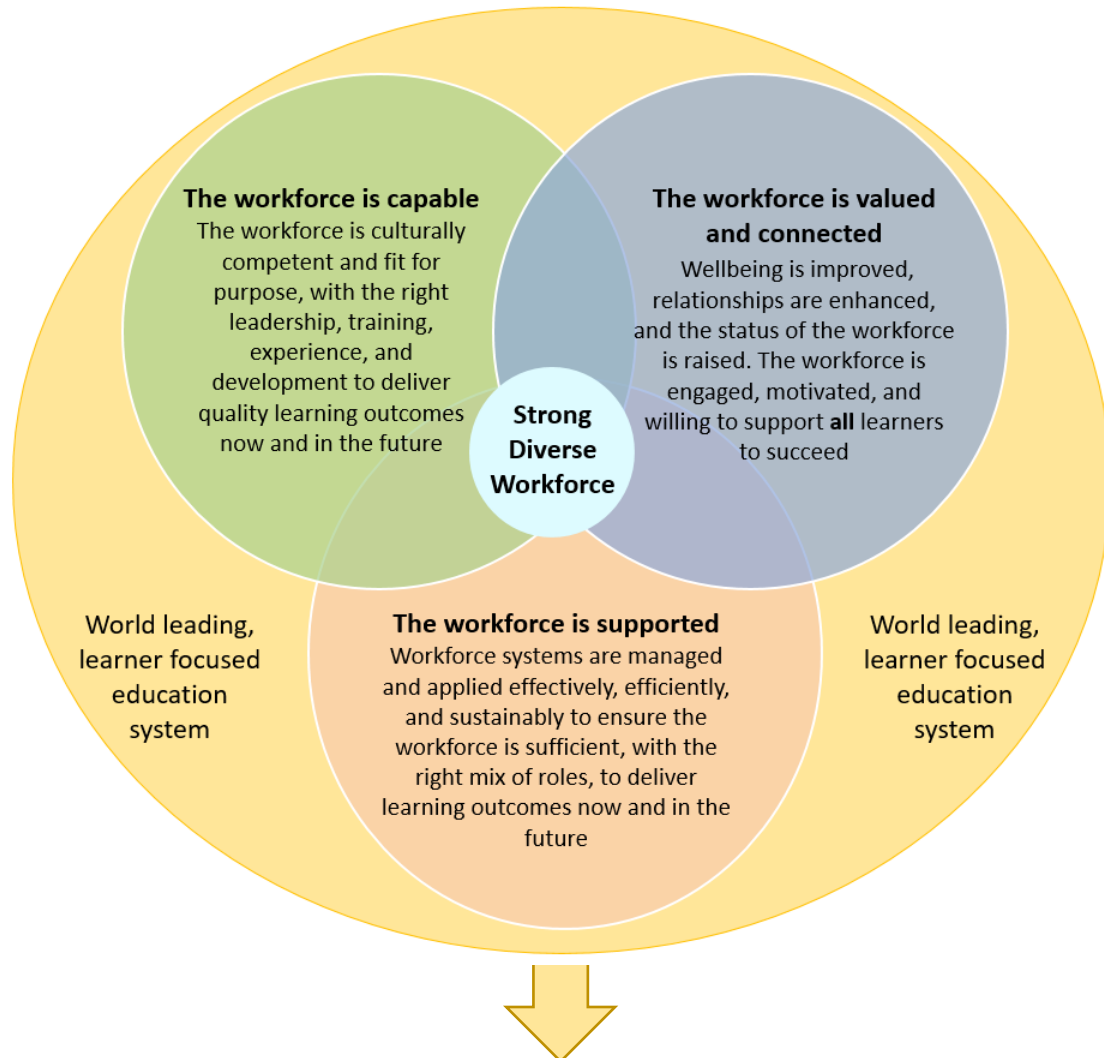
The EWSG membership now wants to share the vision with you, the sectors they represent. If you wish to pass on your thoughts about the Education Workforce Strategy vision please give your views to your representative.



Nigel Philpott
National Programme Director
Future Focused Education Workforce Strategy

Vision statement

By 2032, Aotearoa/New Zealand will have a strong, culturally competent, education workforce that drives a world leading, learner-focused education system.



Benefits of a strong, sustainable and diverse workforce:

'All ākonga are engaged, thrive and able to succeed'

Our high-level vision is a foundation step towards a Workforce Strategy. This vision reflects our co-design work within the Education Workforce Strategy Governance Group, what we learned from current state research and have heard from engagement across the education system - including the Education Summits and Korero Mātauranga.

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Enduring factors

We know there are enduring factors in a successful education system for Aotearoa/New Zealand including:

- The shape and development of the education workforce is critical to enabling our education system to respond to the needs of all learners and their future.
- Learners, their identity, needs, abilities, aspirations and wellbeing are central to the design of the education workforce.
- Kaiako/Teachers and those engaged in teaching and learning are critical to the design and delivery of the 'education system', but need to be supported in a systematic, consistent and professional manner.
- For the education system to be sustainable over economic lifecycles, we need to take a long-term systems approach to the employment and development of the workforce.
- A workforce resourced and supported to advance a curriculum that will develop the values, knowledge and skills that will enable young people to live satisfying lives.

Why do we need to change?

The system

- Without centralised data the workforce for 2,500 schools and 4,500 ECE services cannot be managed and co-ordinated for the various schools and ECE services who employ them.
- The education workforce system does not use workforce intelligence to ensure that supply meets demand consistently.
- We have expected more and more of schools and teachers without providing the support and resources to deliver on these expectations. Teaching and learning has become more complex and data and evidence driven. Many new functions are expected of schools and teachers.
- The current system encourages competition between learning centres/schools. Among other consequences this competitive approach diverts their attention from building working relationships with their local communities and businesses.

Learners and learning

- The current system does not sufficiently support quality learning and achievement for some of our ākonga - particularly Māori, Pacific, and those with learning support needs.
- Too many ākonga experience systemic bias, racism, and inequity.
- A changing social environment has reinforced the need to focus on the wellbeing of learners and schools/learning centres as the social setting best placed to strengthen social-cohesion.

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Education workforce

- Teaching has lost status as a profession and we don't consistently attract the best mix of capable applicants.
- There is a medium term trend towards fewer people entering and completing ITE, which means some parts of the sector are seeing major shortages.
- Some foundational subjects in the curriculum have, over the long term, failed to attract adequate numbers of teachers to meet demand.
- Some people with the potential to be outstanding teachers cannot easily access ITE because they cannot afford to be unpaid while they get the qualification.
- Too much of educators' time is spent on tasks that have low relevance to teaching and learning.
- Current workforce diversity does not reflect the Aotearoa/New Zealand learner population and there is a lack of cultural competency.
- The workforce is not being adequately supported by the education system to respond at scale to rapid changes in digital learning and technology.
- The current quantity and mix of learning support roles does not enable all ākonga to feel included with their peers in learning.
- Current professional development is patchy and the education workforce does not have support to grow necessary capability in a structured way.
- The career development structure is piecemeal and incoherent. There are many different roles, but pathways to progress into and between them lacks clarity and consistency.

Unpacking the vision for 2032

By 2032, Aotearoa/New Zealand will have a strong, culturally competent, education workforce that drives a world leading, learner-focused education system:

The workforce is capable

- A collaborative approach, within and between learning centres, ensures professional kaiako/teachers and para-professionals (people engaged in teaching activities who have the required attributes, skills and competencies) contribute collectively according to their expertise and role.
- Learner agency is fostered by teachers and students learning together (Ako).
- Kaiako teams work collaboratively in a variety of physical spaces and are well connected to whānau, community organisations, and businesses.
- The kaiako/teacher role is an expert in deep learning and will design learning experiences that link with learners' interests, context and key relationships.

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- A kaiako's focus is on pedagogy and future transferable skills such as critical thinking, collaboration and creativity, alongside core literacy and numeracy and specialised curriculum knowledge.
- The workforce draws on data to underpin a strong formative evaluation and learning culture to support quality learning and student progress/achievement.
- The full workforce has the capability and support to include ākonga with additional needs alongside others.
- Teachers focus on teaching and learning - non-teaching tasks pass to others, or are addressed by assistive technologies.
- There is an underpinning competency standard required to teach ākonga 0-18 years across the education system with opportunities to gain additional appropriately recognised learning where needed - thus providing seamless ability to move between early learning, primary and secondary.
- People from a range of other sectors and professions, who have the relevant disposition experience and skills to become a teacher or a paraprofessional, have multiple pathways to realise that ambition, including working in their local area.
- Robust professional development builds the required capability and teaching pedagogy over multi-years. Clear and accessible pathways for professional growth across the system motivate on-going learning.
- There is strengthened capability and emphasis on pedagogical leadership.
- Workforce support roles are professionalised, attractive and fulfilling. Paraprofessionals have status, terms and conditions comparable to other industry roles with similar workplace activities.
- Support staff have clear career pathways and are developed by a capability based approach.

The workforce is valued and connected

- The education workforce understands and embodies Te Tiriti o Waitangi principles in all relationships with iwi, hapu, whānau and tamariki.
- The education workforce plays a significant role in fostering Māori and Pacific identity, language and culture with the confidence and capability to support te reo and te ao learning for all.
- There has been a significant system lift in commitment and resource to build kaiako o Te Reo Māori.
- The education workforce has the cultural capability and relationship skills to ensure all ākonga and their families feel they belong in any education setting and manages learner transitions across a continuum of learning.
- The education workforce places value on high trust whānau, iwi and hapu connections and has the capabilities and the outward-facing structure to build and support relationships with local communities, business and agencies ensuring a wider group of people and resources are utilised in the education process.

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- Learning experiences are seamlessly integrated within the opportunities presented by the wider community and businesses/industry.
- The workforce fosters learner' wellbeing in close cooperation with other government agencies, community services, NGOs and local, regional and/or national networks.
- The education workforce embraces the rich diversity of learners' abilities, identities, language and cultural heritage.
- The education workforce contributes to all ākōnga being confident, safe to be themselves, and understand how they contribute positively to the world.
- Growing each ākōnga's sense of agency and identity is recognised as a core capability and each learner is allocated a dedicated mentor/advisor/coach for their duration.

The workforce is supported

- There is a systemic approach to the employment and development of the education workforce.
- Kaiako/teacher is a high status role, which is valued by the community, with attractive terms and conditions of service.
- Comprehensive workforce data and analytics supports decision making.
- There are sufficient people in the workforce and they reflect the diversity of our ākōnga.
- There is coherence in system support across the Ministry and education agencies.
- Systemic barriers are removed for entry into the workforce and there are multiple pathways into teaching for those with a disposition to teach.
- The system enables the education workforce to include innovative digital and augmented learning.
- The system supports the workforce to design learning experiences that include environmental citizenship and sustainability.
- Specialist staff in business management, finance, property, HR, administration, information management, data capture, and operations support kaiako teams and allow them to concentrate on teaching and learning.
- Wellbeing is a priority and promotes and safeguards the health and mental health of the workforce and supports resilience and retention.
- The workforce is supported to provide the same quality of education for all ākōnga.
- Workforce distribution is deliberately 'needs based' with people resources allocated to support equity as an outcome.

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Annex A

Education Workforce Strategy Governance Group	
Early Learning	New Zealand Kindergartens Inc, Early Childhood Council & Montessori Aotearoa New Zealand
Disability & Learning Support	Professor of Disability Studies and Inclusive Education & Academic of Disabilities Studies
Māori Medium	Te Kura ā Iwi o Aoteroa, Te Runanga Nui o Ngā Kura Kaupapa, Kōhanga Reo National Trust, Te Kura Whiri I te reo Māori
Government Agencies	MoE, NZCER, NZQA, ERO
Unions	PPTA, NZEI
Principals' Federation's	Te Akatea, NZSPC, NZPPA, NZPF, SPANZ, APPA, ASSPA
Independent Schools	Association of proprietors of Integrated Schools, School Business Managers Association Inc
Teachers Professional Body	Teaching Council
NGO	NZSTA