

Report of Visit to New Zealand of Minister for Education and Training 27 August to 7 September 2004

On Sunday 29th August I visited Our Lady of Lourdes School at Palmerston North. This is a Catholic Integrated primary school for students from year 1 to year 6 (5-10 year olds). Their current roll is 165 students, and they have a staff of 17 (including support staff and part-time teaching staff). One of their main strengths is ICT, which is integrated into all the curriculum areas wherever possible. The school completed a three-year Ministry of Education contract in ICT at the end of last year, meaning both staff and pupils are increasingly confident and skilled in this area. Our Lady of the Lourdes School has a strong relationship with Saint Gabriel & Raphael RC Primary School in the Welsh Valleys. The headmaster of St Gabriel & Raphael, Kevin Thomas, met New Zealand Prime Minister Helen Clark when she was on a visit to Wales in 2003.

I was pleased, on the first day of my visit to New Zealand to be able to debate the similarities and differences between our primary education system, with someone who, via email contact and exchange using, first hand knowledge of our system within Wales.

On 30th August I started the day with a meeting with HE Richard Fell, High Commissioner, Paul Noon, 1st Secretary, Economic and Trade Policy, Melanie Porter, Economics Officer and Natasha Wilson, Research Officer from the Economic and Trade Policy Section, British High Commission. They provided us with an overview of the Education system in New Zealand and outlined some of the key issues and challenges that were being faced currently by Ministry of Education colleagues. These included the introduction of the new examination system, the National Certificate of Educational Achievement (NCEA), a heavy reliance on overseas students by their Universities, rurality, and the social deprivation being faced by the Maori and Pacifica populations. This was very helpful in setting the scene for my visit, and providing me with a perspective, from outside the education system, on the meetings and visits I was to have during my stay.

I then met with members of the Industry Training Federation (ITF). This is a membership-based organisation, representing New Zealand's 42 Industry Training Organisations (ITOs) to government and working with agencies and sector groups to improve the policy for and delivery of industry training. The Industry Training Federation's key objectives are to:

- Promote and support the continuous improvement of ITO performance within a quality culture;
- Lead the development of policy advice, research and evaluation into all key vocational education and training policies including industry training; and

- Influence government, government agencies and key sector groups to improve the policy for and delivery of industry training.

The National ITO office in Wellington has four main functions, being;

- (1) Research of current ITO activity and requirements.
- (2) Policy - the ITF co-ordinates ITO input into all relevant Government and industry training policy. The ITF has a series of formal collaborative arrangements with key government agencies to develop and implement policies that enhance the delivery of industry training.
- (3) Advocacy and lobbying - As an extension of the policy work the ITF does, it actively promotes policies to enhance industry training. Much of its advocacy and lobbying work is done collaboratively with other sector groups. Key projects include a review of the funding for ITOs, including funding above level four of the National Qualifications Framework. promoting best practice.
- (4) Best practice - The ITF is engaged in a series of projects and publications that are intended to encourage best practice in the development, delivery and monitoring of industry training.

Skills based qualifications as produced by the ITO's are available as part of the NCEA to young people in fulltime compulsory education.

I was able to draw comparisons with the issues being faced in New Zealand of an ageing workforce, low unemployment, and high competition between industries for workers. There are very high participation rates in work based learning but this does not necessarily follow through to completion rates.

There is similarity between the rationale for qualifications that are offered in schools or work places and the issues that Wales faces leading to the introduction of the 14 – 19 framework. One innovative programme which has been recently introduced as part of the new national certificate for educational achievement level one (similar to Welsh Bac. Level 2) is modules for industry standard qualifications pre 16. I am keen to explore this in Wales in the context of our 14-19 agenda.

I then moved on to meet with Prof. Stuart McCutcheon, Vice Chancellor, Victoria University of Wellington. Victoria University of Wellington, which celebrated its centenary five years ago, was founded to mark the diamond jubilee of Queen Victoria in 1897. It has more than 18,000 students from more than 70 countries who enrol with one of five faculties - Humanities & Social Sciences, Commerce & Administration, Architecture & Design, Science and Law. Professor McCutcheon provided us with an overview of the University based routes to degree qualification in New Zealand. The most significant difference between Higher Education in New Zealand and Wales is that in New Zealand the system is demand led. The introduction of variable fees for students in New Zealand has not led to a reduction in the number of people entering HE.

The flexibility of the degree system, where programmes can be accelerated by gaining credit via summer school, or extended to allow for work experience is potentially interesting.

I then visited WelTech, to meet with: Linda Sissons, CEO, James Brodie - Deputy CEO WelTec, Amanda Torr - Manager, Strategy and Development and Paul Mather – Director, Innovative Manufacturing

WelTec is one of the largest polytechnics in the Wellington region and offers over 140 courses across a broad spectrum of subjects to over 12,000 students annually, with a wide range of national and international qualifications available. WelTec offers a learning environment that's as close to the real world as it gets - the success of the organisation is based upon a close working relationship with employers and the community, allowing for the delivery of programmes that provide a foundation for a growing and successful economy. WelTec offers an experience for its students that is relevant, practical and industry driven; it's real, from entry-level courses through to degree level. They have a close and constructive working relationship with the ITO's. There is an accepted culture in New Zealand of individuals entering and exiting education. Therefore the system is designed to be flexible and credit based to allow for this. In addition to this there are very few barriers as to what qualifications institutions are able to offer, there are no curriculum restraints. 18% of their students are on ITO contracts and 273 (DN: 27? please check) are male. WelTec has worked hard to create a culturally comfortable environment for Maori, with bilingual assessment available in all subjects. This is helping to tackle the strong ethnic bias of students leaving education with 13 or fewer qualification points. They are currently undertaking research on literacy issues. I was able to draw comparisons between the situation as described in New Zealand and the aims of "Reaching Higher" that I introduced in Wales: - "Excellence" "Relevance" and "Access".

I was interested to hear about the "Gateway" programme that is offered to year 11 students to encourage them to stay in education. This offers them the opportunity to spend time working with an employer as part of their school commitments, during this time they can work towards an ITO qualification. The Ministry for Education funds facilitators in schools for this programme. Feedback has been positive. The Ministry is in this context considering making participation in Education and Training compulsory for all 16 – 19 years old.

I then met with Paul Grimwood, CEO, Open Polytechnic of New Zealand. The Open Polytechnic of New Zealand specialises in distance learning and is government-owned and funded, delivering courses throughout New Zealand and internationally. All courses meet rigorous and transparent quality standards. They are either accredited by the NZQA or approved by the New Zealand Polytechnic Programmes Committee. The Open Polytechnic offers over 170 programmes and 1500 courses staircased from certificate to diploma and degree level (Levels 1-7 on the National Qualifications Framework). They range from technical and vocational training to higher professional and

continuing education. There is industry involvement in the development of most courses and programmes. Business and industry experts often act as course writers - close relationships are maintained with professional and industry bodies. 85% of their students are sub degree level, as students perceive Polytechnics as a stepping stone to HE, pathways are explicit and can provide credit towards higher education. Students are able to “roll on and off” the learning programmes as they wish. Learners in New Zealand are seeking new ways to engage with education and life long learning. Whilst many students access the Open Polytechnic because of their own issues of rurality, a significant number are located near traditional Tertiary education providers but seek instead to study at the Open Polytechnic because of the programme flexibility it is able to offer.

I then met with Hon. Steve Maharey, Minister for Tertiary Education. He is also the Minister responsible for the Tertiary Education Commission (TEC), Minister of Broadcasting, and Minister of Housing. He was able to put the current education initiatives into context, and share with me the Ministry’s vision for the future. The strategy that is currently being developed focuses on the development of Charters and Profiles by the University sector, a better formula for funding education, and an Industry Training Strategy. Particular issues he was dealing with included the new TEC, and access to HE by the Maori population. I was able to share with him our experience of ELWa in a positive manner, acknowledging the similarity between ELWa and the TEC, but highlighting the differences in their Tertiary Education sector i.e. that polytechnics in New Zealand take on both FE & HE functions, therefore the TEC encompasses all tertiary education and training.

On the evening of 30th August, I had dinner with members of the Tertiary Education Commission, including Kaye Turner, Acting Chair and Ann Clark, General Manager. The Tertiary Education Commission was established under the provisions of the Education (Tertiary Reform) Amendment Act 2002. The Tertiary Education Commission is a new stand alone crown entity that includes the functions and responsibilities of the Transition Tertiary Education Commission, Skill New Zealand and Tertiary Resourcing from the Ministry of Education.

TEC has two tasks – to build the capability of a new tertiary education system and to strategically steer this system to deliver on the tertiary education strategy. The TEC is to play a key role in driving and reshaping the tertiary education sector to meet the challenges of transforming the economy into a Knowledge economy. The TEC is responsible for allocating approximately NZ\$1.9 billion in funding to all post-compulsory education and training offered by universities, polytechnics, colleges of education, Wānanga (Māori learning providers) private training establishments, foundation education agencies, industry training organisations and adult and community education providers. The TEC will also oversee the implementation of the Tertiary Education Strategy and associated set of priorities. The TEC aims to take an active role in facilitating collaboration and co-operation in the tertiary education system, and a greater system connection to wider New Zealand businesses, communities, Iwi (tribe) and enterprises.

On Tuesday 31 August I started the day with a meeting with Martin Connelly, Chief Policy Analyst, Education Management Policy and Ross Boyd, Senior Manager, Education Management Policy from the Ministry of Education who provided an overview of the New Zealand Education System.

The Education Act 1989 provides for free education in state primary and secondary schools between the ages of 5 and 19, and attendance is compulsory until the age of 16 years.

Year '0' is when a child first enters school, and most children start school on their 5th birthday, regardless of when it falls in the school year (except when it falls outside the school term). Primary school education is compulsory from age 6. After entering school at 'Year 0', students progress to 'Year 1' at the beginning of their first full year of schooling.

Years 0-8 (5-11 years of age) are primary school years. Years 7 and 8 can be taken at an intermediate school, or a school that caters for students from Years 7 right through to Year 13.

Year 9-13 (13-18 years of age) are secondary school or college years. In the 1990s New Zealand's curriculum policy changed from being focused on content (i.e. a syllabus or standards base), to being focused on outcomes. The New Zealand Curriculum Framework, released by the Ministry in 1993, is the foundation policy statement covering teaching, learning, and assessment for all students and all schools in New Zealand.

The Framework itself is a short, coherent document that provides schools with a clear outline of the philosophy and nature of New Zealand curriculum.

In 2002 the Ministry of Education conducted a Curriculum Stocktake to review the implementation of the Curriculum Framework in terms of its effectiveness of implementation, appropriateness, purpose, and quality in contributing to student outcomes. On the whole, the Stocktake found the performance of New Zealand students to be world class. However, wide disparities between the top students and bottom students, particularly Māori and Pacific students, meant that changes to the curriculum would be necessary.

The most significant reform to secondary school education in New Zealand in recent years has been the introduction of the National Certificate of Educational Achievement (NCEA) as the main qualification for senior secondary students. The NCEA has been phased in at three levels: Level 1 (Year 11) in 2002, Level 2 (Year 12) in 2003 and Level 3 (Year 13) in 2004.

Introduced in response to the increasingly diverse range of needs of secondary students, the key objectives of the NCEA are to support more diverse learning pathways, a clearer articulation and recognition of standards, and to ensure that every student's talents are recognised.

I was pleased to be able to draw comparisons between our Welsh Baccalaureate and the principles that underpin the NCEA. It is both rewarding and reassuring to realise that an internationally renowned education provider like New Zealand is moving in the same direction of travel as we are in Wales in terms of making the educational choices we are able to give our young people both flexible but most importantly fit for purpose.

Key points to understand about the NCEA include:

- It is a standards-based qualification, with four different levels of achievement set for each area of learning. Students can choose to study at, which ever level is most suited to them.
- The NCEA is not time bound, so students can study at the level that best suits their needs.
- Both external and internal assessment is used.
- NCEA qualifications can be studied through a broad range of education providers including secondary schools, Industry Training Organisations, and tertiary institutions.
- Institutions can now offer a greater range of subjects to students where they can earn NCEA credits, such as courses leading to specialist National Certificates (such as automotive engineering, drama, outdoor recreation, travel and tourism).
- As there are no prescribed national courses, institutions can offer courses combining standards at different levels, and can run shorter courses, combine subjects and/or levels

There has been mixed reactions to the NCEA. Parents and teachers alike have expressed a number of concerns about the new qualification, relating to:

- the teacher training required to implement the new system and teacher workloads
- the quality of assessment of students, and whether consistency in assessment (between teachers and schools) can be assured.
- whether top students will not be given the recognition due to them under the new system. The NCEA was a long running source of contention between the Post-Primary Teachers' Association and the Government.

The Ministry for Education is, however committed to the NCEA and is confident that it will have a long-term positive impact on the educational attainment of young people and the overall economic prosperity of New Zealand. I was pleased to draw comparisons between the NCEA and the Welsh Baccalaureate and share our ambition for this new qualification in Wales.

The New Zealand Education system is funded on a "Decile" basis. Deciles divide schools into 10 groupings; decile 1 schools are the 10% of schools with the highest proportion of students from low socio-economic communities, whereas decile 10 schools are the 10% of schools with the lowest proportion of these students. A school's decile does not indicate the overall socio-economic mix of the school.

Deciles are used to provide funding to state and state integrated schools to enable them to overcome the barriers to learning faced by students from low socio-economic communities. The lower the school's decile, the more funding they receive. Deciles are reassessed after each Census to take account of the latest Census information.

The six factors that are used to calculate the decile are:

- Household income - percentage of households with income in the lowest 20% nationally.
- Occupation - percentage of employed parents in the lowest skilled occupational groups.
- Household crowding – number of people in the house divided by number of bedrooms.
- Educational qualifications – % of parents with no tertiary or school qualifications.
- Income support – percentage of parents who received a benefit in the previous year.
- Ethnicity - percentage of Maori and Pacific students at the school.

There is a stigma attached to the lowest decile schools and recruiting staff can be an issue.

I then went on to meet with Ministry of Education Officials, including Steven Benson, Senior Policy Analyst, Carolyn Holmes, Senior Manager, Tertiary Curriculum and Roger Smyth, Tertiary Performance Analysis Manager

The purpose of this meeting was to discuss the School to Work Transition, Vocational and Tertiary Education, and the National Certificate of Educational Achievement.

There are 8 universities, 4 Colleges of Education, 22 Polytechnics and 3 Wananga (Māori tertiary institutions) in New Zealand, and approximately 270 registered private training establishments.

Current strengths of the New Zealand tertiary education sector include:

- NZ being one of only 3 OECD countries where both the participation and completion rates are above the OECD average.
- The biggest increases in participation are by women, Māori and Pacific Islanders
- Significant increase in study options available to students, indicating the tertiary education system's responsiveness.
- Around half of NZ's tertiary education students are above 25 years, demonstrating the current system's success in advancing lifelong learning.

After coming into power in 1999, the Labour Government promptly began the process of developing a new strategic direction for New Zealand's tertiary education system to help New Zealand become a 'Knowledge Society'. A Tertiary Education Advisory Commission (TEAC) was appointed in early 2000

to provide advice to Government on how the future tertiary system could operate.

The Government has since introduced a package of reforms based on TEAC's recommendations, the key ones being:

- the release of the Tertiary Education Strategy and the Statement of Tertiary Education Priorities;
- the formation of the Tertiary Education Commission;
- the creation of a system of Charters and Profiles for all Tertiary Education Providers,
- the Assessment of Strategic Relevance and;
- the development of a new funding framework.

The Tertiary Education Strategy gives New Zealand for the first time, an explicit, connected, future-focused strategy that directly contributes to broad national economic and social development goals. The TES aims to transform the tertiary education system into one that is more strategically focussed, more coherent and collaborative and better connects education with enterprise and local communities. It hopes to build a tertiary education sector where there are stronger relationships between tertiary related organisations and industry, fewer tertiary providers, and increased specialisation. The Strategy represents a move towards a more centrally directed approach to tertiary education.

The TES's 6 strategies designed to enhance the performance of the sector and contribute to the economic and social challenges ahead are to:

1. strengthen system capability and quality
2. contribute to the achievement of Māori development aspirations
3. raise foundation skills so that all people can participate in the 'Knowledge Society'
4. develop the skills New Zealanders need for the 'Knowledge Society'
5. educate for Pacific peoples' development and success
6. strengthen research, knowledge creation and uptake

The Statement of Tertiary Education Priorities (STEP) identifies short and medium-term priorities for government departments and organisations within the tertiary education system in line with the TES. It is issued by the government at least once every three years. The key priorities for the STEP relating to the 2003/2004 period were continuing to develop the infrastructure and processes to support the new tertiary education system, a priority identified in the first STEP issued in 2002. However, the STEP now also emphasises the new leadership role for Industry Training Organisations, and stresses the priority that the government gives to developing New Zealand as a knowledge society.

The Tertiary Education Commission (TEC) is a Crown Entity that came into being in July 2002, replacing the Tertiary Education Advisory Commission. It is made up of a board of eight Commissioners, led by Commission Chair Kaye Turner. It is responsible for implementing the Tertiary Education Strategy and

allocating \$2billion in funding to New Zealand's Tertiary Education Organisations.

All forms of post compulsory education and training come under the TEC's umbrella, from full-time academic study at universities and polytechnics, on-the-job and work-related training right through to tertiary research and development, foundation education, distance education and part-time study. They play an active role in working towards the goals of the Strategy facilitating collaboration and co-operation in the tertiary education system, and a greater system connectedness to wider New Zealand businesses, communities, Iwi (Māori tribes), and enterprises.

Following recommendations made by TEAC, all publicly funded Tertiary Education Organisations (TEO), being both tertiary education providers and Industry Training Organisations, are required to develop Charters and Profiles.

- A Charter is a governance document that broadly demonstrates the alignment of the TEO's activities and education provision with the Tertiary Education Strategy. All publicly funded tertiary education providers were required to develop and gain approval from the TEC of their Charter by 1 January 2004;
- A Profile describes in more detail how the goals in the Charter will be implemented. It will contain information about specific education and training activities, policies and performance targets of providers and ITOs.

Assessment of Strategic Relevance (ASR) is the framework used by TEC to assess whether or not a TEO's level of alignment with/contribution to the TES is sufficient to gain access to the tertiary funding allocated by TEC. It consists of a set of broad assessment criteria coupled with a set of guidelines that detail the key factors, indicators, or considerations, that the TEC will take into account in assessing whether activities and structures align, or advance, the TES and its STEP. There is no one set of ASR criteria – instead criteria are developed and tailored on the basis of a four-theme assessment framework of

1. excellence;
2. relevance;
3. access
4. capability

Where a provider's profile is found to be poorly aligned, the TEC has a number of options including not funding the provider, partial funding only, and engaging in dialogue to achieve closer alignment with the TES and STEP.

Throughout the 1990s per-student tuition subsidies given to tertiary providers were significantly reduced, resulting in a significant gap between funding provided and actual cost of delivery. This has been one of the main drivers for the establishment of a new funding framework.

An integrated funding framework announced in 2002 was introduced in 2004, and brings together the wide variety of funding instruments within the tertiary education sector. The three major elements within the funding framework are

(1) *Funding for teaching and learning*

Within this, there are a number of different funding streams (including the Industry Training Fund, Modern Apprenticeships, Training Opportunities and Youth Training, Gateway, Adult Literacy Adult and Community Education, ESOL and other foundation education, and Learning and Assessment Centres).

The largest single fund is the \$1.6billion Student Component Fund which replaces the Equivalent Full Time Student system under which funding was based on student numbers. Funding rate relativities are designed to allocate the Government's money so that particular disciplines /levels of study are not significantly advantaged or disadvantaged relative to other areas of study. Key features are:

- A performance element, including output measures such as student completion rates
- There may be limits placed on enrolment growth/reduction tied to funding, to provide incentives for providers to focus on areas of strength that have strategic relevance rather than just pushing up enrolment numbers.
- A notional capital component will be paid to public TEOs to reflect the fact that the value of Crown-owned Tertiary Education Institutions has increased.
- Subsidy rates will be set 3 years in advance to give providers certainty about future funding rates
- From 2004 a fee maxima has been introduced that means tertiary education providers will only be able to charge student fees up to a set maximum (which varies among courses). In addition, fees not already set at the maximum can only be increased by a certain percentage each year (currently 5%).

(2) *Funding for Research:*

About \$180million in research funding is allocated among tertiary institutions each year. Funding arrangements for tertiary education research will include a balance between:

- A Performance Based Research Fund (PBRF). The primary goal of the PBRF is to encourage and reward research excellence. In April 2004 TEC released its list of tertiary education rankings, which determines how much of the PBRF each tertiary provider will get. The rankings are based on research performance as assessed by a panel of experts, research degree completions, and research income from non-Government sources. In 2004 almost all of the PBRF is being split amongst New Zealand's 8 universities – with the top two institutions (Auckland and Otago) receiving about half of the fund. Though the PBRF currently comprises only 10% of all research based funding, by 2007 all funding for research will be allocated based on PBRF rankings.

- Centre of Research Excellence (CoRE) funding which aims to promote excellence and alignment with national goals
- Some remaining funding in degree 'top ups' in the short term to underpin teaching and learning.

(3) *Strategic Development Component (SDC)*

This is a new component that will involve a pot of funds being allocated to tertiary education providers for strategic development. The SDC is a combination of a number of funds including;

- E- Learning
- Institutional Base Grants, to contribute to basic running costs.
- Polytechnic Regional Economic Development Grant, a contestable fund to support polytechnics' participation in regional development
- Grants to Support Participation and Achievement by Māori and Pacific Students.
- Grants to Support Students with Disabilities
- Additional Funding for Strategic Development in 2003 – in anticipation of further development of the Strategic Development Component

Prior to 1990, a year's tertiary study costs students \$500 on average in tuition fees – reduced to \$125 with government subsidies. In 1990 the Labour Government, accepting a report that recommended additional funding for the tertiary sector be raised through tuition fee increases, set a flat rate fee of \$1,250 per year. In 1992 the National Government, which raised the flat rate fee to \$1,300, deregulated tuition fees altogether, allowing tertiary institutions to set their own fees. The student loan scheme, which allowed students to borrow the full cost of their tertiary education as well as living costs, was also introduced in 1992.

Throughout the rest of the 1990s steady reductions in per-student subsidies forced tertiary providers to raise student fees - between 1991 and 1999 average fee per annum increased from \$1,300 to \$3,500, while government subsidies fell 24% in real terms. Student protest became increasingly more vocal and student debt became an important issue.

The Labour Government, which returned to power in 1999, addressed this problem by giving tertiary providers a 2.3% increase in funding in return for freezing tuition fees. This fee stabilisation policy, in place from 2000 to 2003, was replaced with a fee maxima policy in 2004 which is intended to provide students with certainty about the level of fees they will be expected to pay for their qualification. The fee maxima includes both an absolute threshold for each course (ranging from \$NZ3,900 p.a. for an Arts Degree to \$NZ10,000 for dentistry, medicine and veterinary science), and an annual fee movement limit (currently 5%) dictating how much tertiary institutions with fees below the maxima can increase their fees by.

The Labour Government has introduced other initiatives to improve affordability of tertiary education, include changes to the student loan and

allowance scheme. Student debt remains a key issue, having reached \$NZ7 billion in April 2004.

The introduction of student fees however has not had a negative impact on participation in HE. 2001 Census results indicate that the proportion of the adult population without qualifications has decreased markedly since 1996 and the proportion of those with post-school qualifications has increased. However, a 1996 survey also showed that 40% of employed adults and 70% of those unemployed did not have the minimum skills to cope with the demands of work in an advanced society.

The Tertiary Education Strategy emphasises lifelong learning and the New Zealand Government has over the past few years tried to revitalise the Adult and Community Education (ACE) sector. In 2002, a dedicated ACE position within the Ministry of Education was established. A 2001 Report on ACE also led to the establishment of the ACE Reference Group to the Ministry of Education. The group meets on a regular basis in a supportive and consultative role for the Ministry overseeing and advising on ACE implementation issues.

Recent developments within the sector:

- Local ACE pilot networks established (currently 4 and soon to be expanded to 7). The networks are designed to be both consultative and collaborative, and provide a forum for local providers of ACE to share their vision. Each pilot network is facilitated by a local co-ordinator whose role is to bring together providers and practitioners.
- The establishment of an Innovation and Development Fund for community groups, organisations and networks to encourage and support ACE flexibility and responsiveness at local levels.
- Integration of the sector into the Tertiary Education Commission whose job it is to implement and monitor progress of the Tertiary Education Strategy.

Adult Community groups have access to Community Learning Aotearoa New Zealand (CLANZ) for funding for non-formal community education activities. This funding gives priority to grant applications for projects and courses without easy access to other funding sources, which are organised by local and regional rather than national organisations, and which are conducted in small communities in rural settings. IN 2001, adult community groups were allocated grants totalling around NZ\$200,000.

This level of support for the learner in New Zealand has I am sure made significant contribution to the upturn in numbers of those entering tertiary education.

Richard Fell, the British High Commissioner, kindly hosted me for lunch at his residence. Guests included Joanna Beresford, Chair of the New Zealand Teachers Council, Graeme Oldershaw, Chief Executive, Association of Colleges of New Zealand; Howard Fancy, Secretary for Education, and the Honourable Trevor Mallard, Minister for Education.

I was able to discuss the visit to date and clarify some of the issues that had been raised during the course of my visit in particularly in relation to bi lingual learning.

Following lunch I met with Patricia Nally, Early Childhood Education Manager, with whom I was able to discuss the innovative reforms that have taken place in New Zealand in the field of Early Childhood Education. I was able to draw on similarities with our proposals for the foundation phase in Wales, and our recent initiatives to increase provision for under 5's in Wales.

Early Childhood Education (ECE) in New Zealand is a key focus of reform. In 1993 a new curriculum, "Te Whariki" was introduced. This applies to children from birth to 5 years of age. This signified a shift from

- Childcare to Early Childhood Education
- Free Play to Structured Engagement
- Pre school to Early Education
- Education or Care Provider Service to Parent/Community engagement and broad outcomes

This curriculum focuses on the value of early learning, learning as a co-construction, developing dispositions towards learning and looks at the child's holistic needs in terms of health, housing and welfare. To support this the Ministry has put in place a 10-year development programme for teachers in the early year's sector. Minimum qualifications have been agreed and set, and targets set. By 2012 all teachers will have achieved the entry level qualification and be subject to registration requirements. The teacher/pupil ratios have also been revised and are to be reduced from 1-5, to 1-3 for children under 2 and from 1-15, to 1-13 for kindergartens. There has as you would expect been significant investment in this initiative. There will have been a 50% uplift in funding for this part of the sector by 2007. It is intended that by 2007 20 hours of education will be provided free of charge for all 3-4 years old.

Many early childhood services in New Zealand have evolved from individual and community initiatives resulting in a diverse system of early childhood education with a high degree of autonomy.

The main providers of early childhood education are community based services, which provide free ECE and include both parent-led services such as playcentres, Kohanga Reo (Maori Language nests) and playgroups and teacher-led services such as education and care services, kindergartens and home-based care. Early childhood education programmes are, on the whole, developmental and based in learning through play. All early childhood centres wishing to receive government funding must be licensed and chartered. Licensing ensures that basic standards of quality are maintained. A charter sets out a centre's objectives and practices. Chartered groups receive funding direct from government in the form of a bulk grant.

Around 180,000 children are enrolled in ECE – about 72% of all children aged 0-5. 33,660 of these are Māori and 11,832 are Pacific Island children.

In September 2002, Education Minister Trevor Mallard launched the first long-term plan for early childhood education (ECE) since 1989. *'Pathways to the Future'* is a 10-year plan for early childhood education that aims to increase participation improve quality and promote collaborative relationships in the sector. The biggest changes the strategy proposes were:

- improving the quality of ECE by requiring all regulated teachers to be registered with the Diploma of Teaching (ECE) or higher by 2012. This is also in conjunction with teacher supply initiatives (e.g. media campaigns) to increase number of qualified ECE teachers;
- that the Ministry of Education takes a more active role in communities where early childhood education participation is low (specifically Māori and Pacific Island communities, low socio-economic and rural communities), through a national Promoting Participation Project.
- promoting collaborative relationships by working with other Government agencies such as the Ministry of Health and Ministry of Social Development to develop holistic approaches in the sector.
- the establishment of Centres of Innovation in 2002

There was major new funding for ECE announced in the Budget 2004. The first instalment of funding aimed at implementing the *Pathways* strategy was announced in the Budget delivered in May 2004. Of the \$365mil in new funding committed to the ECE Sector, \$307million has been earmarked to achieving the *Pathways* objective of making ECE more accessible and affordable for families, and to ensuring quality of teaching.

- From 1 April 2005 funding will be linked to the major 'cost drivers' of ECE faced by different types of ECE providers, such as improving staff to child ratios and ensuring all teachers have ECE qualifications. This funding will benefit the entire sector - from community-based centres to private providers.
- From 1 July 2007, all 3 and 4 year olds will be entitled to receive 20 hours free attendance at community-based (but not private) ECE centres. This represents a major step towards the government's vision of low cost early childhood education for all.

As well as providing a major cash injection to the ECE Sector, the Government is reviewing the ECE regulatory system, and is currently consulting ECE Centres and communities on the best way to deliver the quality improvements contained in *Pathways*. The main issues the consultation is seeking feedback on are:

- The proposed framework for regulating ECE Centres, which aims to be more streamlined and transparent, with reduced compliance costs.
- How to improve adult:child ratios and reduce group sizes.
- What the improved adult:child ratios will be.

- How teacher registration targets should be regulated.

The selection of 6 ECE Centres with reputations for excellence to be Centres of Innovation (of which I visited two) was announced in *Pathways to the Future*. Teachers and educators at each Centre of Innovation were given additional funding over 3 years to

- (i) research, develop and document their innovative approach to improving early childhood education learning and teaching.
- (ii) work with Ministry of Education funded researchers to find out how children benefit from these innovations
- (iii) share information with other ECE Centres and communities, and act as a showcase of good practice.

Each of the 6 Centres selected to be Centres of Innovation feature one or more of the following special characteristics:

- Māori immersion and bilingual teaching and learning
- Pasifika immersion and bilingual services
- The integration of IT and ICT into the curriculum
- Evidence of a 'Community of Learning' approach, with emphasis on collaborative relationships with parents and families, and other programmes/agencies/schools.

After the initial 3 years, another 6 centres will get the opportunity to become Centres of Innovation.

To end the days visit, I was pleased to be able to visit Mosaics, a design project which saw two schools on opposite sides of the world – one from New Zealand and one from South Wales - work collaboratively using the World Wide Web to design a 6 x 4 metre mosaic for the WestpacTrust Stadium in Wellington. The theme of the mosaic is the entwining of cultures, history and sport.

The two schools that came up with the concepts and designs for the mosaic are South Wellington Intermediate School (Wellington, New Zealand) and Penygarn Junior School (Torfaen, Wales). South Wellington Intermediate School is a vibrant multi-cultural co-ed inner city school. It is a state-owned school and is located in Newtown in the southern area of Wellington, catering to students from 10-13 years old (Years 7-8). Penygarn Junior School is located in South Wales, in the middle of what was the coal mining industry in the town of Pontypool. It is a junior school and has 210 pupils. Other schools in the Wellington region were also invited to help build the mosaic.

The completed mosaic was installed in the Stadium at the end of March 2004, with the assistance of CWA News Media (a learning-centred technology company), The British Council, British High Commission, Wellington City Council and Westpac Trust Stadium.

On Tuesday evening, I attended an informal dinner hosted by the Honourable Trevor Mallard, Minister for Education. Other guests included Karen van

Rooyen, Chief Executive of the New Zealand Qualifications Authority, Karen Sewell, Chief Executive of the Education Review Office and Phil Smith, President of the Post Primary Teachers Association. I took the opportunity to discuss a range of opportunities, for knowledge, information and expertise transfer that could develop following my visit.

On Wednesday 1 September I met with the following Ministry of Education officials to discuss ICT in schools: Elizabeth Eppel, Group Manager Tertiary Curriculum - Teaching and Learning, Murray Brown, Manager, ICT, Deb Struthers, ICT and Professional Development, Jocelyn Cranefield and Alan Upston, Web Portals and Joy Hooper, Digital Learning Objects – The Learning Federation Project.

They were able to provide an overview of ICT initiatives. The first ICT Strategy for Schools was released in 1998 with the aim of building infrastructure and school capability. It was followed in June 2002 by the release of a new strategy titled *Digital Horizons: Learning through ICT*, which focuses on the challenge of integrating ICT more fully into curriculum practice and has a vision that all learners will use ICT confidently and creatively to help develop the skills and knowledge they need to achieve personal goals and to be full participants in the global community.

83 clusters of schools currently receive assistance and support on the use of ICT to support teaching and learning. Clusters are selected through a contestable process, and represent a wide range of locations and decile ratings. Each cluster has a lead school(s) contracted for three years to lead and manage the programme for their clusters. Lead schools receive \$120,000 a year, payable at the completion of milestones and the acceptance of milestone reports. 1,044 schools are involved in the programme, 40% of NZ schools.

Evaluation of the cluster programme has been taking place since the first clusters were selected in 1999. Each cluster develops printed and digital resources showing effective practice in the use of ICT in teaching and learning and are shared with schools through Te Kete Ipurangi - The Online Learning Centre.

Te Kete Ipurangi - The Online Learning Centre (TKI) 's website (www.tki.org.nz) has been live since 1999 and continues to grow. The site provides access to quality assured teaching support materials and information in both English and Māori . Its prime audience is teachers. New curriculum materials designed to support and improve teachers' professional practice are added regularly in all essential learning areas as well as in cross-curricular areas such as literacy and numeracy and ICT.

The Ministry of Education has entered into a partnership with Australian State and federal governments to produce digital learning objects that will be used by teachers and students in their learning programmes. The project "The Le@rning Federation (Schools Online Curriculum Content Initiative)"

runs for five years, 2001-2005. All developments will be subject to tender. Priority areas include science, literacy and numeracy, maths, and languages other than English.

The Schools' network infrastructure was established to improve and support increased information flows through schools. This requires an audit of school's existing networks and the installation of cabling. Managed Internet services including the provision of firewalls and virus protection and a range of other core services will be subsidised by the Ministry to ensure safe and efficient use of the web.

Digital Opportunities was established in 2001 to assist schools in low decile and/or remote areas to utilise ICT to help overcome issues and barriers related to teaching and learning, and to enhance learning opportunities for students. In 2002, Digital Opportunities won the Computerworld Excellence Award for the Most Significant Contribution to IT.

In the 2002 Budget the government announced it planned to fund high-speed Internet access to all schools and most provincial communities by the end of 2004 Project PROBE. This will provide provincial areas with a similar level of service to that currently available in the main urban centres.

The Ministry is targeting the use of learning software in schools as a focus towards developing quality teaching. It is hoped that teachers will be able to access this information online and use it to improve access to quality learning software, and lead to more effective learning environments and teaching practice. The Government has negotiated deals with both Microsoft and Apple to provide all state and integrated schools with selected Microsoft software and Apple Macintosh software upgrades.

The Laptops for teachers (TELA) gives all permanent full-time and 0.5 permanent part-time teachers of year 7 - 13 students (middle and secondary school) the opportunity to lease a laptop for a three-year period. Government subsidises up to 2/3 of the cost of leasing, teachers or schools pay the other third. To date 15,500 teachers have taken up the opportunity.

The ICT Helpdesk began operation in 2002, providing ICT technical support to all schools.

The Computer Access New Zealand Trust was set up to provide cheap, warranted recycled computers to schools and the community with Ministry of Education support. "Computers in Homes" is an initiative of the 2020 Communications Trust, and provides recycled computers, training, and Internet access to students in low decile schools. In 2001, Computers in Homes was one of 3 winners in the education section of the prestigious Stockholm Challenge Award.

The e-learning teacher fellowship programme, which recognises and rewards New Zealand teachers who have demonstrated an innovative and creative

approach to improving students' learning through ICT, began in 2003. The award of an e-learning fellowship releases teachers from their teaching responsibilities for one year, allowing them to implement an e-learning research project in partnership with an academic and/or ICT organisation so they may contribute to the development and sharing of new approaches to learning through ICT.

Principals' laptops, a web portal, and an online network programme was rolled out to all principals of state and integrated schools during 2002 and 2003. The laptops enable principals to access the information, services and support provided through *LeadSpace* (<http://www.leadspace.govt.nz>), a new web portal for principals.

Kaupapa Ara Whakawhiti Matauranga (KAWM) brings a number of school improvement initiatives together under one umbrella

- Te Kura Hiko has established a national video-conferencing network across Māori boarding schools, to increase subject choice and share teaching expertise. It currently links 24 schools from Kaitaia to Invercargill.
- Project Rorohiko is providing 1,650 recycled computers to Gisborne and Wairoa schools along with supporting equipment, technical support, and assistance with the integration of ICT into the curriculum.
- In 2001, KAWM won both the Telecommunications Users' Association New Zealand award and the Australian Interactive Multimedia Association award.

I followed my meeting with Ministry officials with a visit to Newtown School, a multi-cultural school, located in the southern suburbs of Wellington. Newtown School provides a learning environment which values cultural identity, encourages personal achievement and develops life skills for a changing world. In recent years the school has responded to and met the requirements of the many ethnic groups that have arrived in New Zealand and settled in Newtown. It continues to do this and as a result has a rich cultural heritage upon which it builds. In 2000, there were 25 different ethnic groups identified in the school. Pakeha/European 25%, Pacific Islands 22%, Māori 30%, Indian 8%, Asian 5%, African 5%, Middle Eastern 3% and others.

Two classes (1 junior school and 1 senior school) are taught in a bilingual situation using English and Māori languages. The Māori language component is 30%. The unit gives parents and their children the opportunity to learn Te Reo Māori in the classroom, even though they may not have had the opportunity to attend a Kohanga Reo (language nest). It provides parents with the 'option' of allowing their children to participate in a learning programme that incorporates both English and Māori vocabulary.

Ngati Kotahitanga Whanau is the section of the school that is a full immersion-teaching environment where all lessons are given in the Māori language. In 2000, the Minister of Education gave his approval for this class to be recapitated and thus education is provided in this Whanau to year 7 and 8 (Form 1 and 2) children

I then had lunch with Howard Fancy, CEO, Ministry of Education. This was also attended by Lester Oakes, Careers Service, Martin Eadie, New Zealand Qualifications Authority and Darel Hall; Industry Training Federation when I had further opportunity to discuss the Tertiary Education sector. (DN: and Ann from TEC).

Following lunch I attended a meeting at the Ministry of Education with Mahina Melbourne and Tipene Crisp to discuss Bilingual Education.

The 2001 Census recorded that 1 in 7 people were Māori, the indigenous peoples of Aotearoa New Zealand.¹ Nearly 90% of Māori live in the North Island, and a quarter of people of Māori ethnicity speak the Māori language – over half of them are aged under 30. Although Māori is an official language of Aotearoa, English remains the dominant language within New Zealand society, and in most communities, schools, and homes.

The proportion of the New Zealand population that is European or Pakeha has been steadily declining over the past few decades, a demographic shift which is being acutely felt in schools partly because both the Māori and Pacific Islander populations are very young. Many teachers now work daily with a student population that is becoming increasingly more diverse, as the table below shows.

	July 1999	July 2002	% change
NZ European/Pakeha	65.0%	61.5%	-3.5%
NZ Māori	19.9%	20.4%	+0.5%
Pacific	7.5%	8.1%	+0.6%
Asian	5.9%	6.6%	+0.7%
Other	0.9%	1.3%	+0.4%
MFAT/FFP* students	0.7%	2.1%	+1.4%

* Ministry of Foreign Affairs and Trade Scholarship Students and Foreign Fee Paying Students.

This trend is likely to continue into this new century, with the Education Review Office (ERO) predicting that by 2050 one third of students will be Pakeha, one third will be Māori, over 20% will identify as Pacific Islanders, and 11% will identify as Asian.

There is an expectation that all New Zealand schools will provide opportunities for children to acquire some knowledge of Māori language and culture, there is, however, no compulsion to offer a particular type of Māori language programme. Schools and their local communities determine these decisions. In reality the amount of Māori language in most New Zealand classrooms is very limited and in fact there is often very negative public

¹ Around 70% of the population were NZ European or Pakeha, 6.5% of the population were of Pacific Island ethnicity, and nearly 7% were Asian

opinion in public debate about Māori potentially being compulsory in all schools. The officials that I met with were very interested and impressed with the success that has been made of bilingual education in Wales and commented that it was a model that they had looked at and aspired to.

The vast majority of examples of non-English medium or bilingual education in New Zealand are Māori language examples within separate Māori language classes, departments or schools. In 2002 there were 152,556 school students of Māori ethnic identification - 20.8% of the total school student population. Although by far the majority (85%) of these students are schooled in English medium education, there are a number of bilingual and Māori language schooling options for Māori from pre-school age right through to tertiary studies. Since 1999 the number of students learning in Māori language education settings has remained stable at between 27, 866 and 30,793 students, a large majority in years 1 - 8.

Māori language education in New Zealand covers a range of teaching and learning situations. Generally, the situations involve developing a student's first language, either Māori or English, as an anchor for learning a second language (either Māori or English) and accessing the New Zealand Curriculum through both languages. This implies the development of two strands of Māori language education - one in which English is the first language; another in which Māori is the first language. In both cases the intention is bilingual proficiency that supports achievement in the New Zealand Curriculum in both languages.

Māori language education initiatives are available in New Zealand in all education sectors from early childhood education through to tertiary. Kohanga Reo (Early Childhood Education, ECE), Kura Kaupapa Māori (primary school), Wharekura (secondary school) and Wānanga (tertiary) have all grown from Māori community-led initiatives and their success and growth is in part due to the fact that they are designed and delivered to meet Māori needs. Often Māori language education is also called Kaupapa Māori education. This describes an educational approach characterised not just by the use of Māori language but also by Māori customs, worldviews and family and community involvement as well.

Kohanga Reo (meaning "language nests") are Māori immersion early childhood centres or pre-schools. In Nga Kohanga Reo the Māori language is the medium of learning and instruction. Kohanga Reo are unique in that they are the only childhood education service in New Zealand where Māori make up the majority of the enrolled children.

The first Kohanga Reo were set up in 1981 by the then Department of Māori Affairs and have grown rapidly since then – by 1987 there were over 500 Kohanga Reo with 11,000 children enrolled, and by 1995 enrolment increased to nearly 13,000. In 2001 there were around 600 Kohanga Reo. The responsibility for Kohanga Reo was transferred from the Department of Māori Affairs to the Ministry of Education in 1990.

The basic policy of Kohanga Reo is to impart traditional Māori values and knowledge to pre-schoolers using Māori as the only language of instruction. Māori children are given the opportunity at Kohanga Reo to understand that they are Māori, to be immersed in their language, customs and values, and to celebrate Māoridom within the bosom of their Whanau (immediate family), hapu (extended family group with links to a common ancestor) and Iwi (larger tribal group). Kohanga Reo are now the single-most popular form of early childhood education for Māori families.

Though Kohanga Reo thrived throughout the 1980s, it increasingly became clear that where Kohanga Reo were producing youngsters fluent in the Māori language, their good work was often undone simply because there were few primary and secondary schools where these children can continue to receive instruction in Māori.

This led to the emergence of Kura Kaupapa Māori schools - state schools where the teaching is in the Māori language (Te Reo Māori) and is based on Māori culture and values. The first Kura Kaupapa Māori school opened in 1985. As at July 2001 there were 62 Kura Kaupapa Māori schools (mostly in the North Island) catering for nearly 5,000 students. Most Kura Kaupapa schools are relatively small, having on average less than 100 students. The curriculum taught is the same as at other state schools. Kura Kaupapa cater for students from years 1-8 or years 1-13. A key goal of Kura Kaupapa is to produce students who are equally skilled in both Māori and English.

Around the same time that Kura Kaupapa Māori schools were opening, many New Zealand schools began to offer bilingual and immersion classes. As well as the 3% of Māori students, who attend Kura Kaupapa schools, another 12% of Māori students are involved in Māori medium education for around a third of their education.

The Key Challenges and Issues for Māori Language Education Provision that were identified were

1. A shortage of trained teachers fluent in the Māori language. This is especially an issue at the secondary school level. Responses to this issue include:
 - The development of professional development training programmes for teachers aimed at increasing their Māori language proficiency.
 - Teacher training incentive allowances to support teachers to become fully qualified and registered.
 - Scholarships to support students to train as Māori medium teachers.
 - *Te Kura Ataata* - on-line lessons using video-conferencing for a selection of Māori medium secondary school subjects.
 - The provision of the Māori Immersion Teaching Allowance for teachers teaching in Māori medium settings.
2. A shortage of materials to support teaching and learning in Māori medium contexts. Responses to this issue have included:

- The Ministry has funded the development of materials to support Māori medium education provision. The amount spent has steadily increased annually from \$0.4 million in 1996/97 the first year it was introduced to \$7 million for 2004/05.
 - Development of a Strategic Māori Language Education Plan.
 - The commissioning of research/evaluation of Māori language learning materials.
3. The need to support and facilitate the development and sharing of Māori teaching pedagogical knowledge to ensure quality teaching and learning generally and in specific curriculum areas in Māori medium classrooms. Responses to this issue have included
- The development of a Māori medium equivalent to the English medium primary numeracy strategy. This has been supported by a national facilitator and research programme and has had a huge impact on the development and sharing of Māori mathematical pedagogical knowledge.
 - The development of Māori medium curriculum documents and the provision of curriculum specific professional development and student exemplars for teachers.
 - Investment in monitoring, assessment and research to support quality teaching and learning in Māori medium classrooms.
 - On line support for teachers including information in Māori and for Māori medium teachers at www.tki.org.nz.
 - The Ministry of Education's Best Evidence Synthesis work programme is part of the ongoing investment, seeking to strengthen the evidence base that informs education policy and practice in New Zealand. This includes evidence from both English and Māori medium teaching and learning contexts.

The growing demand for opportunities to learn Te Reo Māori and for Kaupapa Māori education is expected to continue. This reflects in part an increasing desire by Māori to be bilingual, to participate in an educational experience which values and reflects things Māori and as a protest at what is seen as a failure by the English medium educational options to meet the needs of Māori.

A key focus for 2003/2004 is the development of a bilingual outcomes policy framework to support the Te Reo Māori/English bilingual/immersion sector in a more comprehensive and co-ordinated fashion. The aim is to have a more effective and efficient set of policies to support quality education opportunities in Te Reo Māori, with a greater assurance that this kind of education will create people who are proficient in both Māori and English. This means they can speak two languages and also think and learn in two languages. Given the real progress we are making in terms of Wales as a bilingual country I was able to offer encouragement to those carrying out and committed to these policies for bilingualism.

I then met with Ministry of Education Officials Cheree Nuku and Prue Kyle to discuss Professional Development and Graeme Oldershaw ACENZ) and Jenny Whatman to discuss Teacher Education.

The Ministry works to support high quality teaching through:

- ECE professional development, the qualifications of early childhood educators and teaching and assessment tools
- developing a school sector professional development framework working off a basis of student and teacher diversity
- aligning the Education Review Office and Ministry
- holding a curriculum stock-take to develop a basis for aligning future work and focus
- developing the Ministry's bilingual education portal, Te Kete Ipurangi (TKI) www.tki.org.nz

Professional development programmes have shown that changing teaching practices to create positive teacher beliefs and expectations of student achievement, results in more responsive and effective teaching. Successful programmes include:

- *Picking up the Pace* – A literacy project focused on changing teachers' beliefs and practices that demonstrates children from low socio-economic backgrounds can achieve high levels of literacy with the right teaching.
- *Te Kotahitanga* – This programme found a link between teacher attitudes and expectations, and achievement of Māori students.

The professional development of principals is also a key focus for the Ministry. Strategies include:

- An induction programme for first-time principals
- the establishment of LeadSpace - a web-based resource for principals
- the Laptops for Principals programme.

Teacher recruitment and retention is also an important and ongoing issue, as many vacant teacher positions remain. Government initiatives aimed at reducing teacher vacancies by encouraging people into the teaching profession include the provision of scholarships, training allowances (including returning teacher allowances), recruitment incentives, and national relocation grants. Many New Zealand teachers are drawn to the U.K. by very effective agencies working locally and the promise of significantly higher levels of pay.

Teacher exchanges, sabbaticals and study leave were raised in my discussion with officials on teacher development.

I was very much struck by the parallels that exist between New Zealand and Wales and am of the view that there is much that we can share with and learn from New Zealand on such matters.

The presentations were helpful in enabling me to further consider both the similarities and challenges facing both the Ministry for Education in New Zealand and DfTE in Wales and to review the approaches being taken to meet such challenges.

On Thursday 2 September, my first two visits of the day were to Early Childhood Education Centres of Innovation, the first A'oga Fa'asamoa is a Samoan immersion education and care centre based at Richmond Primary School in Auckland, and is attended by around 50 infants, toddlers and young children for up to 9hrs daily. Teaching is in the Samoan language.

The centre's manager and co-founder Jan Taouma lived in Samoa and raised five of her six children there with her Samoan husband. Wanting her sixth child to have the same education opportunities as her other children, Jan was one of a group of parents who set up A'oga Fa'asamoa to educate young children in Samoan language and culture. In 1990 it became New Zealand's first licensed and chartered Pacific early childhood centre. What makes A'oga Fa'asamoa unique as an ECE centre is that teachers move with the children from entry as babies through to transition into the Samoan bilingual unit at Richmond Road primary school.

A'oga Fa'asamoa uses a rich array of approaches to promote Samoan language and culture, and the children's cultural identity. The philosophy underpinning teaching at the centre is that through learning the Samoan language children will become self-confident and proudly identify as Samoan. The use of Samoan culture and language through song and dance is endorsed daily. A'oga Fa'asamoa has close links with the school communities on site, especially the bilingual Samoan class in the school to help the transition of children to develop confident and competent bilingual speakers. It maintains relationships with the school community as a whole, including Māori, Cook Island and French groups.

The funding dedicated to this Centre of Innovation will be used to develop a strong research base and models of best teaching practice. A'oga Fa'asamoa have also used some of the Centre of Innovation grant money, to build a teaching room and purchase ICT equipment.

I then moved on to visit the second centre of innovation at Roskill South Kindergarten where I met with the head teacher Karen Ramsey. This early years centre serves a multi-cultural community in Auckland by offering sessional ECE to children from the community. It has a reputation for the innovative ways technology is made available as tools for children's learning, and creating new ways to communicate to multi-lingual parents the excitement of early learning experiences. ICT is a pivotal focus of the Centre – photographs, computers and video images are frequently used to record children's experiences and are a valuable resource for teaching and assessment. Children are involved in documenting their own learning by videoing and photographing work and then selecting and downloading the relevant images.

The research question posed by staff is *“how does the innovative use of ICT in pedagogical practice build community, competence and continuity?”*

During the past three years staff developed and trialled an assessment approach using ICT. The research question has evolved across this time and

will extend and develop current best practice alongside community involvement. Head teacher Karen Ramsey says parents and staff are excited that the government fund for centres of innovation will help action the centre's current ICT research. *"By being able to purchase ICT equipment, we want to come up with a workable model that teachers can use to manage children's assessment."*

Approximately \$200,000 has been granted to the centre over a period of three years. The money will be spent on teacher release time, professional development, ICT equipment and operational costs.

I was pleased to be able to discuss the issue of transition arrangements with the head teacher, and will be following up the findings of the research that they are currently undertaking in this area. The research focuses on "Critical Incidents" and how these impact on the child's response to transition. Parents are being actively encouraged to participate in the piece of work. I am sure that the results that come out of this piece of work will help inform the debate in Wales over these critical times in a child's education.

I ended the day with a meeting at the **Forest Industries Training and Education Council** where I met with John Blakey, Chief Executive, Marilyn Brady, Chief Executive of the ElectroTechnology ITO and John Broadhead, Chief Executive of the Competenz ITO.

The Forest Industries Training Organisation is New Zealand's largest industry training organisation. Its role is to support the success of forest industries through the development of people – those who already work in forest industries and those would like to. They also aim to increase industry safety, quality and performance through effective training programmes. The work they do can be categorised as:

- Setting the standards for forest industries qualifications;
- Finding or creating training programmes that match the needs of employers and employees;
- Organising the delivery of on and off the job training;
- Keeping a record of trainees and their forest industries training qualifications;
- Staying in close contact with training providers and assessors.

The Electro Technology ITO (ETITO) since 1997. ETITO is a key player in the electrical, electronics, call centre, telecommunications and security industries. It supports the training of 4,200 employees in 945 workplaces, and its 36 qualifications are widely used by institutions offering pre-employment training.

The Competenz ITO – the New Zealand Engineering, Food, and Manufacturing ITO since 1998. Competenz is New Zealand's leading developer of training and qualifications for the engineering, food and beverage, baking, manufacturing and maritime industries, and is one of the largest ITOs in New Zealand. It currently offers around 85 different training courses leading to national qualifications.

I was able to have a very useful discussion with them about how ITO's execute their remit. They have built, on the whole, productive working relationships with the Tertiary Education sector in New Zealand, which contribute the largest part of the ITO' delivery of qualifications. The ITO's also employ assessors who will go to individual employer's premises to provide on the job assessment. Funding is available based on outcomes and invariably demand particularly for the Apprenticeship routes outstrip supply.

Interestingly ITO's are responsible for the quality assurance of their qualifications, the most significant difference between their system and the approach adopted via ACCAC and the Sector Skills Councils in Wales.

Friday 3 September started with a visit to Auckland College of Education, where I met John Langley, Principal. This is a College of Education as established under the Education Amendment Act 1990. However it traces its origins back to the establishment of Auckland Teacher Training College in 1881, and has occupied its current site since 1926. The College's merger with the University of Auckland had taken effect the day before.

The college offers tertiary programmes in teacher education (both pre-service and postgraduate qualifications) for early childhood educators, primary, secondary, Māori immersion and special needs teachers, and in social work, human services and training and development, from certificate through to degree level. The college currently offers five degree programmes approved by New Zealand Qualifications Authority; the Bachelor of Social Sciences (Human Services), the Bachelor of Education (Teaching), the Bachelor of Physical Education, the Bachelor of Social Work and the Master of Education. The college also offers a special programme leading to conjoined award of the Bachelor of Education (Teaching) and the Postgraduate Diploma of Education (Music).

Auckland College of Education provides Teacher Support Services throughout Auckland and Northland through TEAM Solutions and Reading Recovery services and the operations of Education Centres. It also contracts to provide curriculum development, education management and teacher development programmes both for the Ministry of Education, and for a variety of other funding agencies.

I was able to have a very interesting debate about the links between education and research and how the college was working toward integration as part of its education programmes.

A key issue that was being addressed was that of Professional Development for teachers. I was able to share the initiatives that I had introduced on Wales, for Induction and early professional development for newly qualified teachers and the mandatory programmes for both new and established head teachers. The feeling from Professor Langley was that this was something

that would be welcomed in New Zealand. We also discussed the model being used in Canada and New South Wales to encourage teacher secondments, sabbaticals and exchanges, both considering it a model we should be addressing in our respective education systems.

Finally we talked about “behaviour” and attendance. Behaviour in classrooms was not reported to be a problem of any significance in their education system, whereas attendance clearly was. Truancy officers were employed to deal with this problem, however it was compounded that particularly in the lowest decile schools there were problems of families that moved regularly and often rapidly. Schools have taken the initiative of working with the local “Iwis” to try to tackle this.

I then moved on to New Zealand's largest university, the University of Auckland, where I met with faculty staff and the acting Vice Chancellor Raewyn Dalziel. The University was established in 1883, and has grown into an international centre of learning and academic excellence. The University is situated in the heart of the Auckland and has around 26,000 students. Its comprehensive range of research-based study programmes is internationally recognised, and attracts postgraduate and undergraduate students from all over the world. Graduates of the University of Auckland occupy leading positions in business, law, medicine, politics and the professions within New Zealand and overseas. Currently almost a thousand international students from 60 different countries have chosen to study at Auckland.

Teaching and research is conducted in seven Faculties on three campuses. These include Architecture, Property, Planning and Fine Arts, Arts, Business and Economics, Engineering, Law, Medical and Health Sciences, and Science. In addition there are more than 30 interdisciplinary research clusters in the University ranging from small units to large institutes which conduct research in emerging fields that cross knowledge boundaries.

The University enjoys international status as the only New Zealand University invited to join *Universitas 21* and the *Association of Pacific Rim Countries*. Membership of both groups is by invitation and limited to research-led institutions of international reputation across a broad spectrum of disciplines.

I had a very useful presentation on how the University integrates research and practice. This has been achieved from the practitioners' perspective and is based on the “Berlina” model of opportunities to learn. They had also been running a voluntary programme for head teacher development, with a credible 90% of schools having participated. This programme was also very heavily research focused with presentations from leading researchers, supported by workshops to facilitate the head teacher's ability to relate this to their work. Participants are supported on a one to one basis by a mentor who has been prepared by undertaking a Masters course in mentoring at the University. The programme is based on “Learning conversations”.

There are lessons here we may wish to consider in terms of the integration of research into practice for our professionals.

During my visit, on 1 September Auckland College of Education and The University of Auckland merged to result in a single faculty of Education. It was obviously too early in the merger history to have a debate on the impact that it would have, however both meetings conveyed a strong optimism for the potential benefits this merger would have for both institutions.

I then moved on to visit Workbase, the New Zealand Centre for Workforce Literacy Development. This is an independent non-profit organisation that improves the literacy, numeracy, language, information technology and communication skills of the New Zealand workforce. Established in 1996, Workbase works with business, Government and the adult literacy sector.

Adult and workforce literacy is an emergent field in New Zealand. Although demand for workforce literacy continues to grow, there are considerable gaps in the support and funding required for quality literacy provision. Workbase develops effective workplace literacy provision models and demonstrates returns on investment for companies that undertake literacy programmes. Workbase was awarded the UNESCO International Reading Association's Literacy Award in 2001.

Workbase provides:

- Workplace Learning Solutions: Delivering tailored solutions for workforce literacy needs
- Research, Development and Information: Leading workforce literacy research and development to inform policy and practice, and providing comprehensive information
- Practitioner and Provider Support: Supporting literacy practitioners with professional development, curriculum and teaching resources; working alongside providers to achieve quality workforce literacy provision.
- Sector Leadership and Funding: Advising Government and business on policy and investment decisions; administering the Workplace Basic Skills Development Fund.

Workbase staff then took me to Sanford Ltd. This organisation is New Zealand's oldest public company. Their operations focus on the harvesting, farming, processing, storage and marketing of New Zealand seafood. It has an annual turnover approaching \$400 million. Sanford operates a fleet of vessels and has extensive aquaculture operations and a range of processing plants throughout New Zealand.

Sanford has 68 staff at the Auckland site where the literacy programme is based – it is a very multi-cultural workforce with the largest groups being Tongan and Samoan. English is a second language for 94% of their workforce. After deciding several years ago that they were not getting the results from training that were needed, Sanford enlisted the help of Workbase. Workbase carried out an education needs analysis and found extensive literacy and numeracy problems – there was a high error rate in documentation, a notable lack of feedback and contribution at staff meetings,

inflexibility in regard to jobs undertaken, and many staff could not read the company newsletter.

Sanford, Workbase and the Seafood Industry Training Organisation devised a 12-month programme. The course comprised modules in health and safety, workplace documentation, maths at work, quality at work, giving instructions at work and compliance. The literacy programme was very closely related to job requirements and though participation was voluntary, more than 90% of staff participated.

Each learner was given an hour's tuition a week in a specially designated area away from the workplace, using a computer. There was also a homework component to the course. Two Workbase tutors were at the site four days a week. Registered assessors throughout the year carried out assessments and staff were presented with certificates at a special function at the end of the programme. At that function it was announced that the programme would continue for another year, incorporating some seafood unit standards.

Sanford considers the programme has been very successful. Staff have become more flexible in their work and there is a willingness to take on new tasks as required. Staff participation in meetings has improved significantly, and staff now have the skills to be more attentive to detail and to provide more accurate documentation, which is very important to company performance. Overall, the literacy programme has boosted employee morale and teamwork has improved as a result. Their experience of the programme has been a positive one – they now have an enthusiasm for training that wasn't there previously. The Sanford model is a particularly good example of education, training and employers working together to drive up the skills and competence of the adult learner.

I was privileged to be invited by the Honourable Trevor Mallard, Minister for Education to visit the "Hui Taumata Matauranga", on Saturday 4 and Sunday 5 September in Taupo. This is a very important meeting between the Maori and Ministry of Education officials. This was the 4th annual meeting to be held since they had started in 2001. The first three had focused on

1. 2001 A framework for considering Maori aspirations for education
2. 2002 Leadership in education and models for Maori educational authority
3. 2003 Quality of teacher education and the tertiary education sector

This year it was being hosted by the Tuwharetoa at Turangi, and Taupo. They are a tribe of great historical importance in New Zealand. The Hui was to focus on the views of "Rangatahi", young Maori learners. Prior to the Hui, a number of regional Hui had canvassed the views of young people, and the themes raised during discussion and in video interviews had been used as the basis for the determinants of success.

The Hui is of great significance for a number of reasons;

- the number of participants it brings together to reach high level agreement on the big issues for Maori in terms of the education agenda;
- how critical that is for Maori advancement;
- how the process must be owned by the Maori people for the Maori people.

There were 3 key goals discussed over the duration of the meeting.

1. To live as Maori;
 - Access to Te Ao Maori, the language, culture, family, land, and a place to meet to share these things (Marea)
2. To actively participate as citizens of the world
 - Education opening doors to literacy, numeracy, science and technology, the economy and the arts
 - For Maori children to be able to live anywhere in the world as Maori and global citizens
3. To enjoy good health and a high standard of living
 - Education is the major contributor to this, however it must not be at the cost of goal 1.

The summary of the discussions focused on the young people, their needs and aspirations, and their raised expectations of the education system. Two young Maori women who had achieved exemplary success shared their stories with the delegates to demonstrate what could be achieved by the young Maori of today.

Key messages from the fora were also discussed, these were primarily the young peoples self-identification of their needs. These included

- The need for a culturally supportive learning environment
- Teacher/Student relationships
- Awareness of learning styles

There was a call for a National Young Peoples Forum to be established to develop policy for their future.

The key themes that underpinned the Hui were identified as being:

- relationships for learning, with peers, teachers and family
- enthusiasm for learning, learning should be fun and a challenge, poor teachers destroy this
- balanced outcomes, expectations for success, career choices and family expectations
- being Maori, a critical part of the curriculum and for success
- preparing for the future, school is a step towards a career

It was acknowledged that Maori education had been transformed over the last 20 years, there was still a long way to go. The successes however should be celebrated.

- Maori participation in ECE was up to 50%

- Maori emerge with the highest rate of participation in Tertiary education post 25
- the Maori population is recovering, by 2031, approximately one third of learners will be Maori

Hoenga Auaha Taiohi “Secondary Futures” was launched in 2003 to encourage debate and discussion about schooling in 20 years time and the implication this will have for learners, their families and educators. This programme links into the UK, Canada, the Netherlands and Australia.

I was delighted to be able to address the Hui as part of the closing ceremony as a resident of one bilingual country to another, and as a proponent of inclusive, culturally sensitive education to another. The messages that were shared at the Hui struck a cord of resonance with me about our continuing need to engage with young people and recognise their needs and aspirations in the delivery of education in Wales.

Monday 6 September started with a breakfast meeting to discuss the SEMO project. I met with Vin Leonard, Project Co-ordinator, Brian Annan, Ministry of Education, Susan Warren, Ministry of Education, Dr. Helen Timperley and Professor. Stuart McNaughton

In 1997 the Education Review Office had released a very critical report titled *Improving Schooling in Mangere and Otara*, which found that 44% of schools were failing to deliver adequate educational services to the students. In May 1997 the Strengthening Education in Mangere and Otara (SEMO) was announced as a three-way partnership involving the Mangere and Otara communities, their 48 schools and the Ministry of Education, in order to create a 'strong education' as the product of the partnership.

After an extensive and difficult series of public and school meetings an approach was adopted which required schools and their communities to identify the problems, develop strategies, and commit resources. The schools in the project have 29% Māori and 60% Pacific students. 28 schools have been involved with the SEMO project, and many have showed improved performance. The key to this has been a major shift in beliefs and expectations about what children can and should achieve. Practitioners were keen to learn more about our proposed new assessment system, as schools in New Zealand, outside initiatives such as SEMO, operate in isolation.

I then moved on to visit Wymondley School in Otara and a participant in the SEMO project. This is a decile 1 primary school (for students in Years 1-6) with a roll of just over 200 children. Its ethnic composition (at 2002) was Maori – 30%, Samoan – 30%, Cook Island – 18%, Tongan – 18%, Niuean – 2% and other – 2%. The majority of the school (65%) are boys.

Previous Education Review Office Reports had identified major governance issues concerning how its Board of Trustees was running the school, and raised questions about the quality of education received by children. However after the school joined the SEMO project they began to benefit greatly from

the appointment of a Ministry of Education consultant who was able to guide the Board. The school now benefits from a Board Operations Manual that guide the procedures of the boards, and from the appointment of a new principal and senior staff.

Whilst at the school I had a very interesting presentation on “The Learning Community”, a project that was being undertaken at Wymondley and 15 other schools in the area. Wymondley was participating in both the reading and writing sections of the project. The schools participating in the project identified target levels of achievement for their pupils in writing and reading based on age. Initial work has allowed the schools to identify key strengths and weaknesses in their pupils that will facilitate the development of an action plan to deal with the deficit. The data has identified that pupils in these schools perform below the agreed standards however there is little difference between the performance of boys and girls, and European and Maori, Pacific Island children. The Ministry of Education is providing some funding for this work and the University of Auckland is providing support. Practitioners were very taken with our UPN project and its potential relationship with anonymised assessment.

I then visited Southern Cross Campus School in Mangere, another SEMO participant. This is a community of schools including a primary, intermediate and secondary school, as well as a Māori immersion and bilingual unit, Southern Cross is a success story in that staff and student (35% Māori, 60% Pacific Island) have made considerable progress in creating a campus culture of high expectations for student achievement, learning and behaviour.

Effective strategies used to promote student achievement include the use of national benchmarks to measure student progress, the development of a new entrant enrichment programme and the strengthening of a partnership with parents. The school motto is “Ina Te Mahi He Rangatira” (By Deeds Is A Chief Known), demonstrates a strong Wairua of value and respect for its students. This, together with Te Reo Māori (Māori language teaching), is central to the school day, and a major contributory factor to the academic and cultural successes of the Māori students.

The school is unique in New Zealand due to a variety of factors. It caters for children from years 1 to 13. Years 1 to 8 are total immersion in Te Reo Maori, by years 6 to 8 English lessons are introduced, years 9 to 10 involve transition into the mainstream “Pakeha” school, though up to year 11 Maori is available as an academic subject. The culture and protocols are very important throughout the school. The teachers work hard with pupils and their parents to improve transition points for the children as they move into the mainstream school.

There are particular issues that the school faces due to its innovative approach. There can be conflict between the culture and protocol requirements and mainstream education needs. There is a shortage of Te Reo Maori teachers and little training and development available for them. Finally, there is a lack of curriculum supporting material available in Te Reo

Maori. However the school is committed to its approach as being the best opportunity for young people to be educated via early total immersion whilst transitioning to mainstream in time to take up the full range of Tertiary options open to them.

My visit to New Zealand fittingly ended at Te Wananga O Aotearoa. Wananga are Maori tertiary providers that offer a supportive Māori environment and bicultural philosophy, and have made a substantial contribution to the increasing number of Māori taking up tertiary study and qualifications, not only in their own institutions but also as pathways into Universities, Polytechnics and Schools of Education. Many students are assisted to find employment, better opportunities or better understanding of themselves.

Te Wananga o Aotearoa is New Zealand's largest Wananga, and offers a variety of courses and qualifications to enrolled students. They are known for the trades and technology centre that is home to performing arts education, waka (Māori canoe) building and other cultural and educational activities. Since gaining (Crown Tertiary) Wānanga status in 1993, Te Wananga o Aotearoa has grown vigorously with many campuses throughout the North Island, a Business School Located in the Central Hamilton Business district and an extended family of Māori Education providers outreach. Wananga go to where the people are to deliver education. The Te Wananga o Aotearoa prides itself on the opportunities for second chance learning that it offers. The organisation is creative in sourcing sites in communities using derelict buildings from factories to hotels to provide a learning centre for local people to use.

The Wananga also offers a substantial outreach programme going into people's homes to offer them "Employment Skills", an NZQA accredited qualification. Candidates support is by learning packs and visits from college mentors every 2 to 3 months. Each candidate is supplied with a mobile telephone to enable them to keep in touch with their tutor.

In addition to this the "Learning for Life" programme is offered, an initiative to drive up literacy and numeracy, delivered in the home with family support. Both the above programmes are free for participants.

The centre has developed a "Kiwi Ora" induction pack for immigrants into New Zealand. The pack uses video; audiotape and learner support to enable the participants to familiarise themselves with the requirements of living in New Zealand, and allows them to "help themselves".

The Wananga has initiated a unique learning programme for existing and emerging Maori elder whom may have been or fell disconnected from their language, culture and traditions.

There is a strong emphasis on teaching the Maori language, and a method of accelerated learning pioneered by a Welsh man, David Lewis, is used to promote quick assimilation of language skills by the adult learners.

Currently the Wanaga has 63,387 students, though it only attract 2% of its income from student fees 40% of the students are non Maori. The bulk of the funding is from the Ministry due to the socio economic status of the students.

The visit fittingly ended with a tour that enabled me to see how traditional crafts, arts and activities are used as part of the education process in the Wanaga.

The meetings and visits that I participated in throughout my visit provided an opportunity to have a productive dialogue about both the Education systems in Wales and New Zealand. The meetings helped to clearly identify a number of similarities and distinctions between both education systems and emphasised the importance placed by both on outcomes rather than structures. Meetings held with senior officials focused on the school system in New Zealand including matters such as early year's provision, ICT, teacher development, tertiary education, funding and vocational education. It was clear from this useful series of meetings that a number of initiatives being implemented in both countries are aimed at tackling a range of similar issues and that definite opportunities for co-learning between both countries could and should exist. We have much to learn from each other's experiences and expertise. Schools and early Childhood Centres were keen to develop partnerships with their Welsh counter parts.

A range of issues common to higher education both within Wales and New Zealand were discussed and shared during informative exchanges. These included discussions around student fees and entry routes to higher education, widening participation in higher education, strengthening HE, FE and community links and the nature of teacher education and professional development. HE institutions were also keen to develop partnership with their Welsh counter parts.

This visit helped reaffirm my vision for education and lifelong learning in Wales against an internationally renowned education system, one that is recognised as such by OECD. New Zealand is a country, like Wales, which puts learners' interests first; offers wider access and opportunities for all, aspires to excellence across the board for both its teachers and students (across all sectors) and is intent on making lifelong learning a reality.

I am confident following my visit to such a well regarded education system that we are moving in the right direction in terms of meeting the outcomes that I have set out in "The Learning Country". I am particularly grateful to colleagues within the New Zealand Ministry for Education, and the British High Commission in Wellington for their support and time in facilitating the programme for this visit that I believe will bring tangible benefits to the education of young people both here in Wales and in New Zealand.

Programme

Sunday 29 August – Wellington and Palmerston North

Palmerston North - Lunch with Jacinta Cousins, Principal, Our Lady of Lourdes School.

Monday 30 August - Wellington

Briefing with Economic Trade Policy section at British High Commission

Meeting with members of the Industry Training Federation.

Meeting with Prof. Stuart McCutchen, Vice Chancellor, Victoria University of Wellington

Meeting with Linda Sissons, CEO, WelTec

Meeting with Paul Grimwood, CEO, Open Polytechnic

Meeting with Hon. Steve Maharey, Minister of Tertiary Education

Dinner hosted by Chair of Tertiary Education Commission

Tuesday 31 August – Wellington

Meeting with Ministry of Education Officials

Overview and presentation of the New Zealand Education System

- The School to Work transition, Tertiary and Vocational Education

Lunch hosted by HE Richard Fell, British High Commissioner

Meeting with Ministry of Education Officials

- Early Childhood Education

Dinner hosted by Education Minister Trevor Mallard

Wednesday 1 September - Wellington

Meeting with Ministry of Education Officials

- ICT in schools

Visit to Newtown School, a bilingual/Māori immersion school

Lunch hosted by Howard Fancy, CEO, Ministry of Education

Meeting with Ministry Officials

- Māori Immersion Schools
- Teacher Training and Professional Development

Thursday 2 September - Auckland

Visit to A'oga Fa'asamoa, a Pacific Language nest and a Centre of Innovation

Visit to Roskill South Kindergarten – A Centre of Innovation

Visit to Forest Industries Training and Education Council

Friday 3 September – Auckland

Meeting with John Langley, Principal, Auckland College of Education

Meeting with Professor Raewyn Dalziel, Acting Vice Chancellor, Auckland

University and senior staff

Visit to Workbase Adult Learning Centre and onsite visit

Saturday 4 and Sunday 5 September 15, 2004

“Hui Taumata Matauranga” meeting of Maori Chiefs and The minister for

Education, and Associate Ministers to discuss Maori Education

Monday 6 September – Auckland

Breakfast meeting with Vin Leonard, Brian Annan, Dr. Helen Timperley, Susan Warren and Prof. Stuart McNaughton to discuss the SEMO project

Visit to Wymondley School

Visit to Southern Cross Campus

Visit to Te Wananga o Aotearoa