

NEW ZEALAND
Education System
OVERVIEW





Tēnā koutou katoa and warm Pacific greetings from New Zealand.

This publication is designed to provide you with a brief overview of New Zealand's education system; from early childhood education, through primary and secondary schooling, and on to further education, training and employment.

It gives an outline of the strategies that we use to reflect our unique and diverse society, and the educational architecture that draws our system together.

Over the years, our system has transformed its governance, curriculum, assessment, and qualifications, and has strengthened the quality of teaching and learning. We have built a strong evidence base to help us understand what works in education and why.

In New Zealand, we are proud of our achievements in education. And, we are also ever conscious of our challenges.

As we are on a continuous journey of improvement, we are constantly scanning the work of other systems to see what might work here, in our particular social and cultural context.

As a result, new ideas and methods have been successfully adopted, and we remain committed to continuing to build on our strengths.

Our goal is to ensure that we deliver improved education outcomes for all New Zealanders, produce leaders and citizens equipped for the 21st century, and help create stronger economic growth for our country.

This New Zealand Education System Overview will provide you with an insight into the system that aims to achieve that.”

– Hon Hekia Parata, New Zealand Minister of Education



NEW ZEALAND

New Zealand, Aotearoa, is situated in the South Pacific. Most people live around New Zealand's coastline and in the north. The capital is Wellington and the largest city is Auckland. We are a stable parliamentary democracy and a member of the Commonwealth.

Our country has a shorter human history than any other. It was discovered by the ancestors of Māori – the tangata whenua, the indigenous people of New Zealand – around the 13th century.

Following the signing of the Treaty of Waitangi between the British Crown and the chiefs of New Zealand, large-scale European settlement occurred from the 1840s onwards. Subsequent social, political and economic changes have moved New Zealand from a colonial outpost to a multicultural Pacific nation.

New Zealand education is increasingly international in character, driven by information technology, trade, employment markets extending beyond national borders, and a well-travelled population of students, teaching staff and researchers.

Education is a critical factor in developing the skills and innovation required for New Zealand to compete globally, and it plays a significant role in New Zealand's relationships internationally.

- Landmass – 269 thousand square km. A similar size to the United Kingdom, Japan or California.
- 4.4 million people, and approximately 0.5 million travelling and living overseas at any one time. European (68%), Māori (15%), Asian (10%), Pacific (7%).
- A developed nation with a high living standard, low unemployment and a diversifying economy.
- New Zealand has three official languages – Māori, English, and New Zealand Sign Language.

New Zealand's education system is world-class, modern and responsive. It combines proven, traditional principles with innovation, creativity and fresh thinking to produce leaders and citizens equipped for the 21st century.



EDUCATION IN NEW ZEALAND

New Zealand's education system is world-class, modern and responsive. It combines proven, traditional principles with innovation, creativity and fresh thinking to produce leaders and citizens equipped for the 21st century.

Education in New Zealand aims to be student-centred. It is focused on supporting students to problem-solve, process information, work with others, create and innovate. Each student is able to develop their potential along a number of possible pathways, academic and/or vocational.

Many aspects of education in New Zealand have undergone transformation in the past two decades, including the areas of governance, curriculum, assessment, qualifications, and teaching and learning. As a result, a range of new ideas and methods have been adopted, based on evidence and research.

New Zealand has educational agencies, providers, managers and teachers with a good and growing understanding of what works and why, and a commitment to using that understanding to lift the achievement levels of all students – especially those groups who have lower achievement rates.

New Zealand has strong international education connections and recognition. There is considerable international interest in New Zealand's achievements in education – our educators' expertise and experience, and our education services and products are sought after around the world.

INTERNATIONAL COMPARISONS

- “New-Zealand is a top-performing country in terms of the quality of its educational system,” according to the 2013 Better Life index.
- First in the world for education and fifth most prosperous country according to London-based think tank, The Legatum Institute.
- First for Best Country for Business by Forbes.
- Ranked least corrupt nation in the Transparency International Corruption Perceptions Index (CPI).
- Third most at peace country according to the Global Peace Index.
- Confirmed as one of the world’s most innovative nations in the 2013 “Global Innovation Index”, ranking 17 out of 142 countries.

New Zealand Education at a Glance 2014

Education at a Glance which compares education in 34 OECD and 10 other countries, reports that New Zealand is:

- investing 5% of its GDP in education – the fourth highest in the OECD, and 22% of all public expenditure in education – the highest percentage in the OECD in 2011
- in the top half of countries for participation in early childhood education (96% of four year-olds enrolled in 2015)
- above the OECD average for the proportion of tertiary qualified adults, with 35% of 25 to 64 year-olds and 41% of 25 to 34 year-olds in New Zealand having a diploma or higher qualification in 2013
- a key player in international education with the 11th largest share of international students in 2012, and with 16% of tertiary students coming from overseas, the fifth highest proportion in the OECD.



New Zealand and PISA

- New Zealand's 15 year-olds have consistently performed above the OECD average for reading, mathematical and scientific literacy in the Programme for International Student Assessment (PISA).
- In PISA 2012, New Zealand had a very high proportion of students who are top performers in all three areas of reading, mathematics and science (8%). Only four other countries had higher proportions of top performers.
- Alongside these points of strength, New Zealand is challenged by a significant 'tail' of low achievement among some groups which we continue to strive to address.

University Rankings

- In the 2015/16 QS World University Rankings, all eight New Zealand universities feature in the top 500.
- Two of our universities are in the 2015 Academic Ranking of World Universities (ARWU) — previously known as the Shanghai Jiao Tong top 500.
- New Zealand is ranked 16 out of 50 in the 2015 Universitas 21 (U21) ranking.

EDUCATION SYSTEM OVERVIEW

New Zealand's education system has three levels – early childhood education, school education, and tertiary education – across which students can follow a variety of flexible pathways.

Our system is designed to recognise different abilities, religious beliefs, ethnic groups, income levels, ideas about teaching and learning, and allows education providers to develop their own special characters.

National policies and frameworks for regulation and guidance, requirements and funding arrangements are set by central government and administered through its agencies. Administrative authority for most education service provision is devolved to education institutions, which are generally governed by individual Boards or Councils.

New Zealand has strong quality assurance systems which ensure consistent, high quality education across all levels of the education system, both public and private.





James
Seatoun Primary School
Island Bay Marine Education Centre



EDUCATION FOR ALL

New Zealand has an education system that reflects our unique and diverse society.

Māori and Pasifika Education Strategies


Woven throughout New Zealand's strategic planning for education is Ka Hikitia – Accelerating Success (Māori Education Strategy) 2013-2017 and the Pasifika Education Plan 2013-17.

Māori-medium education

Māori-medium education refers to a range of educational settings where teaching occurs in and through the Māori language for 51-100% of the time. This is supported through an indigenous curriculum unique to New Zealand, Te Marautanga o Aotearoa. Māori-medium education emerged in its current form in the 1980s. It began with the establishment of early childhood settings, then schooling and finally tertiary. Māori-medium education increases the ability of the education system to deliver for and with Māori learners, their families and their wider community. It provides learners with an important pathway to achieve education success as Māori and high levels of proficiency in Māori language.

Special education

There is additional support for students with special education needs. This includes children with disabilities, vision and hearing impairments, those who have difficulty learning, communicating or getting along with others, or who have emotion or behaviour difficulty. Most students with these needs attend their local school and are able to access additional support services provided through the students' schools. Additional funding is available, as well as teacher aide time, specialist teacher support and education based specialist services such as speech/language therapy, educational psychology, occupational therapy, physiotherapy, special education advisors, advisors on deaf children, and early intervention teachers. There are also a number of day special schools (about 30) as well as two deaf education centres, one national school, and regional services for blind and vision impaired students.



Additional services and support are also complemented by an increasing focus on all teachers, schools and early childhood services developing greater capability and knowledge in inclusive education practices. In this way, greater effect is given to all in the education system being partners in developing the achievement and participation of all learners.

Community education

New Zealand's Adult and Community Education (ACE) supports the continuing education needs of adults. This may be to learn new things for work, for interest, or to complete their school education.

Home and distance learning

New Zealand's Correspondence School – Te Aho o Te Kura Pounamu – has more than 24,000 students studying full and part-time who, for a variety of reasons, cannot attend a local education provider. It provides distance learning using multimedia and online learning for early childhood, primary, secondary and special needs students. At tertiary and adult levels, full and part-time learning programmes are available for self-directed learning at home and in the workplace.

Home education is available as an option in New Zealand. In 2015, around 5,800 children and young people were home schooled in New Zealand. Parents and legal guardians may submit an application to their local Ministry of Education office to obtain permission to be exempt from the requirement to enrol their child in school between ages 6 and 16. For permission to be granted, applicants must be able to satisfy the Ministry of their legal requirement to teach at least as well and as regularly as at school.



Rishitha, VJ Mathes & Tram
Mt Cook Preschool





EARLY CHILDHOOD EDUCATION

Early Childhood Education (ECE) in New Zealand covers the years from birth to school entry age. It is the first level of education and recognises the young child as a learner from birth.

There are just over 4,000 licensed ECE services available from kindergartens, centre or home based education and care, to playcentres and over 800 playgroups.

ECE services have a variety of different operating structures, philosophies and affiliations. There are full day, part day and casual options. Some ECE centres are led by registered teachers, while in others, parents, whānau (family) or caregivers provide the education. There are also services where a home-based education and care in private homes, with support from registered teachers who visit and advise.

Although the primary language medium is English, ECE is taught in many different languages. Some services provide language-specific and culturally oriented programmes, such as Kōhanga Reo (teaching in Māori language and culture) and A'oga Amata (teaching in Samoan language and culture). Other services have programmes based on a particular educational philosophy, such as Montessori or Rudolph Steiner centres.

ECE is not compulsory in New Zealand but participation rates have increased steadily over the last ten years (to around 96%). Children aged three and four usually attend ECE for around 20 hours per week.

The Government fully funds up to 20 hours' ECE per week for children aged three and four, regardless of their parents' income, ethnicity or work status.

Early Childhood Education Curriculum – Te Whāriki

Te Whāriki is the ECE curriculum framework. It is specifically designed for children from the time of birth to school entry, and provides links to learning in school settings. It takes a child-centred approach, with integrated education and care elements. It emphasises the learning partnership between teachers, parents and whānau.

SCHOOL EDUCATION

Schools provide the second level of education. Free education is provided to New Zealand citizens or permanent residents in state (government owned and funded) schools between the ages of five and 19.

The education system for schools comprises 13 Year levels. Schooling is compulsory from ages six to 16 (which for most students is Year 11) although most students carry on to Years 12 and 13.

Both single-sex and co-educational secondary schooling options are available and state schools are secular. Most students attend school close to where they live.

There are over 2,500 state schools in New Zealand. School rolls range from 10 to over 2,000 students. Most school-aged children attend state schools (85%). Some school students attend state integrated schools (11%), which are operated as a state school but with the particular religious or learning philosophy of their owner, and the remainder (4%) in private and boarding schools, schools that cater for special education needs (such as impairments, learning or behaviour difficulties), or are schooled at home.

The independent school sector in New Zealand is small, comprising 3.7% of student enrolments in 2014, in 87 schools. The Government does not provide students attending private schools with the same level of funding as those attending state schools.

Partnership Schools – Kura Hourua – are a new type of school in our system, which bring together education, the business sector and community groups to provide new opportunities for students to achieve education success. The first Partnership Schools opened in early 2014.

Primary education

Children may start school at age five and the majority do so, although schooling is not compulsory until age six.

Primary education starts at Year 1 and continues until Year 8, with Years 7 and 8 mostly offered at either a primary, or a separate intermediate school.

Primary education focuses on strong foundation learning, especially in literacy and numeracy.



Secondary education

Secondary education covers Years 9 to 13 (ages 13 to 18/19). State secondary schools are usually known as secondary schools, high schools or colleges.

In secondary schools the timetable is arranged around subjects, and although students continue to experience a broad and balanced curriculum, some specialisation is possible especially in Years 11 to 13. Students are provided with professional career information and guidance. Secondary students may begin courses of a more vocational nature while at school but there is no direct separation of programmes into academic and vocational streams. Entry to work or further study (eg. university) is not limited by the type of secondary school a student attends.

School Governance

New Zealand's schooling system is characterised by a high level of devolution. The *Tomorrow's Schools* reforms and introduction of the Education Act 1989 shifted responsibility for the administration and management of individual schools to Boards of Trustees. Devolved, self-managing schools, governed primarily by parents and competing for students, were expected to foster better teaching and learning, and a higher performing education system.

Raising quality – Investing in Educational Success (IES)

Over the next four years, the New Zealand Government is making significant investment into the schooling system through the IES programme of work.

The focus of the change is on ensuring best practice becomes universal practice, through mechanisms to better support all teachers to:

- seek and contribute to evidence of what works to improve learning outcomes and how they can apply that in their day to day practice
- actively seek external observation and critique by colleagues and more experienced teachers and leaders
- constantly review the impact of their teaching practice on learning.

At its heart are Communities of Learning, which are groups of schools and other providers that come together to raise achievement for children and young people by:

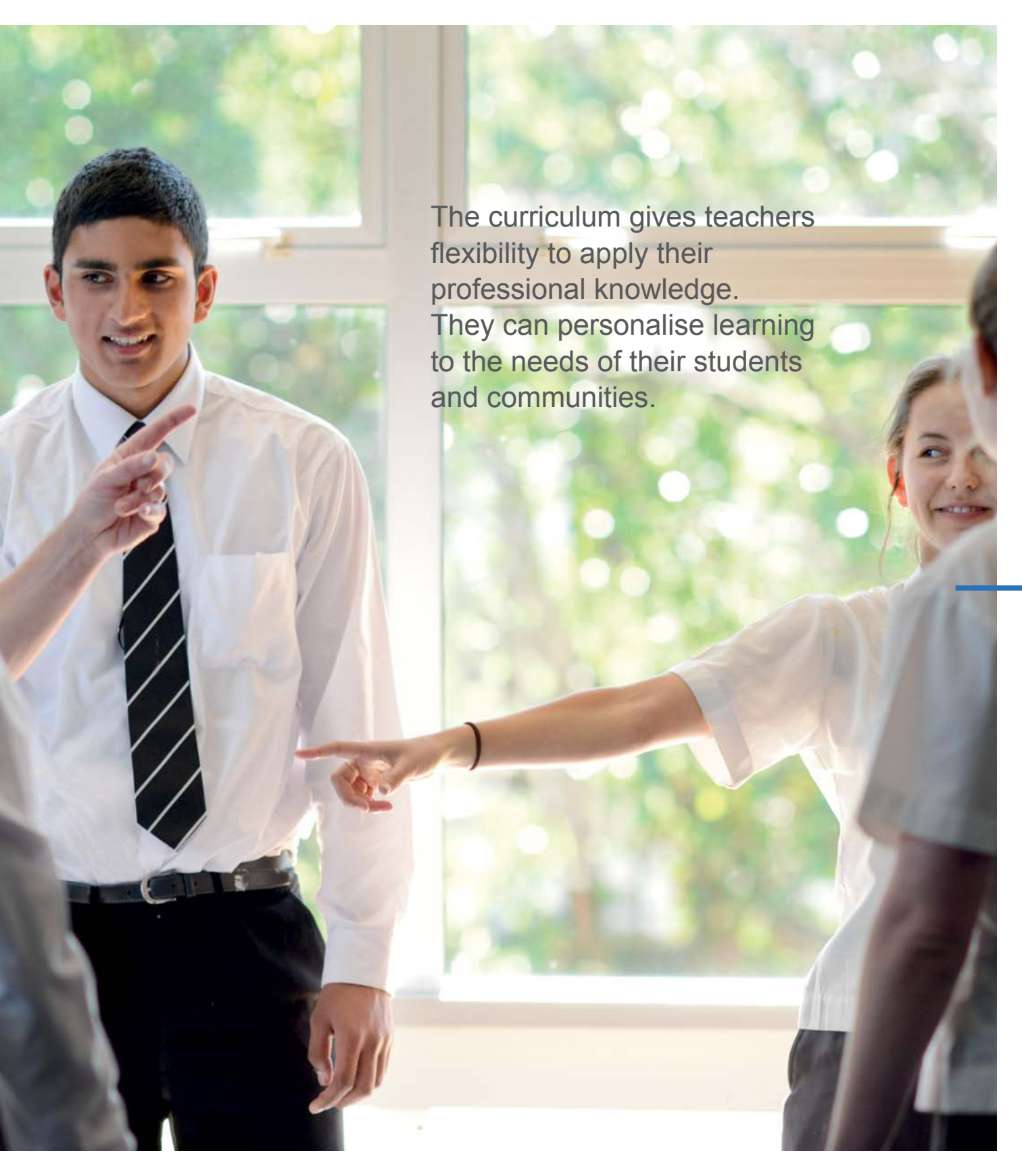
- sharing expertise in teaching and learning
- supporting each other
- helping students successfully move from primary to secondary school.




Paascalino Schaller
Music and IT teacher
Tatiji & Lepeti
Year 7 & 8
Avalon Intermediate School



Bernard Beckett
English teacher
Jordan, Kiritesh & Georgie
Year 13 English
Hutt Valley High School



The curriculum gives teachers flexibility to apply their professional knowledge. They can personalise learning to the needs of their students and communities.



Each community sets shared achievement goals and works together to achieve them. Funding is made available to each school to establish new teaching and leadership roles in the system working within and across schools and to enable teachers to have the time to work with each other and share knowledge and experience.

The IES initiative also includes a Teacher Led Innovation Fund and a new allowance to help incentivise experienced principals to work at those schools most in need of quality and experienced leadership.

NEW ZEALAND CURRICULUM

New Zealand has a world-leading National Curriculum which applies to all state schools and state integrated schools. It covers all the years of schooling and is compulsory from Year 1 to the end of Year 10.

The National Curriculum aims for all young people to be confident, connected, actively involved, lifelong learners.

It specifies eight learning areas: English; the Arts; Health and Physical Education; Languages; Mathematics and Statistics; Science; Social Sciences; and Technology. Through their studies students work to develop five sets of key competencies: thinking; using language symbols and texts; managing self; relating to others; participating and contributing.

The curriculum gives teachers flexibility to apply their professional knowledge. They can personalise learning to the needs of their students and communities.

TE MARAUTANGA O AOTEAROA – THE CURRICULUM DOCUMENT FOR MĀORI MEDIUM SCHOOLING

Te Marautanga o Aotearoa is written in te reo Māori and was developed from a Māori worldview – it is not a translation of the English medium curriculum.

Like the New Zealand Curriculum, Te Marautanga o Aotearoa starts with a vision of young people developing the competencies they need for study, work, and lifelong learning, so they may go on to realise their potential. It also sets out the areas of knowledge and understanding to be covered by students, alongside desirable levels of knowledge, understanding and skill to be achieved by students. Both curriculum documents also provide flexibility for teachers to personalise learning to their students and communities.

SCHOOL ASSESSMENT AND QUALIFICATIONS

New Zealand measures and monitors students' achievement throughout their schooling.

Teachers and schools are supplied with examples of best-practice material and assessment tools linked to the National Curriculum and benchmarking data. They are expected to make use of these tools for both student development and reporting purposes.

Information from the results of assessment is then able to be used to provide feedback to students, parents and teachers so that learning needs are addressed.

National Standards

New Zealand's National Standards – which came into effect in 2010 for English-medium schools and 2011 for Māori-medium schools – are descriptions of what students should know and be able to do in reading, writing and mathematics at each year of their schooling from Years 1 to 8 (ages five to 13).

They are a tool to help schools, teachers and parents understand the expected levels of achievement at stage/year-appropriate levels, to help improve teaching and learning for better student outcomes in all areas of the curriculum.

Ngā Whanaketanga Rumaki Māori - National Standards for Māori medium

Under the National Standards policy, Ngā Whanaketanga Rumaki Māori came into effect in 2011 for Māori-medium schools. Although teaching and learning are guided and directed by the national curriculum, kura (schools) use Ngā Whanaketanga Rumaki Māori to monitor and report students' literacy and numeracy progress and achievement. Ngā Whanaketanga Rumaki Māori is a tool that helps students know what they need to learn next, and teachers, parents, and families know how to support and extend learning.

Ngā Whanaketanga Rumaki Māori describes the literacy and numeracy skills and knowledge students need to learn in all learning areas across Te Marautanga o Aotearoa, at different points of their year 1 to 8 schooling.

The National Certificates of Educational Achievement (NCEAs)

NCEAs are the national senior secondary school qualifications. NCEAs allow schools to develop learning programmes to suit students' needs and then assess their achievement against national standards derived from the New Zealand Curriculum and/or Te Marautanga o Aotearoa. Each standard describes what a student needs to know, or what they must be able to achieve, in order to meet the standard. Having met it, they will gain credits towards national qualifications.

Students are able to achieve an NCEA at three levels via a wide range of courses and subjects, both within and beyond the traditional school curriculum. For most students, the three levels (Levels 1, 2 and 3 on the New Zealand Qualifications Framework) of NCEA correspond to the final three years of secondary schooling (Years 11 to 13). To gain an NCEA the student must achieve 80 credits, including a minimum of 10 credits in literacy and a minimum of 10 credits in numeracy. Sixty credits must be at the level of the certificate.

There are also many vocational qualifications offered in secondary schools in subjects like tourism, computing and motor engineering – to name a few.

Some schools offer additional programmes such as the Cambridge International Examination, the International Baccalaureate or an Accelerated Christian Education programme.

International Recognition of NCEA

A number of international agreements ensure NCEA results are understood and accepted overseas. The New Zealand Qualifications Authority (NZQA), the government agency responsible for quality assurance and recognition, is part of the National Academic Recognition Information Centres (NARIC) network. United Kingdom NARIC maintains a set of databases that can be used by tertiary providers and deals with academic recognition of diplomas and periods of study in the member states of the European Union, the European Economic Area, and Central and Eastern Europe.

NCEA results are used to calculate International Tertiary Admission Ranking System (ITARS) scores. This ensures a unified approach when New Zealand school leavers apply for entry to universities overseas.

NZQA has equivalency arrangements with many countries. Including:

Australia

- NCEA Level 3 is recognised as broadly equivalent to Senior Secondary Certificates of Education.
- NCEA Level 3 results are used in the Australian Tertiary Admission Rank for entrance to all Australian universities.

- When an application is received from a New Zealand school leaver, the Australian Tertiary Admissions Centres contact NZQA directly. Results are sent from early January each year.

United Kingdom

- NCEA Level 3 is recognised as broadly equivalent to General Certificate of Education (GCE) Advanced-level (A-Level).
- NCEA is listed in the International Qualifications for Entry to Higher Education published annually by the Universities and Colleges Admissions Service (UCAS). This reference guide is used by UK tertiary providers to evaluate school leaving qualifications. It is also used by other countries as an authoritative guide.

Europe

- NARIC recognises that University Entrance and NCEA Level 3 (with Merits/ Excellences in subjects to be studied at higher education institutions) are comparable to those with the overall GCE A-Level/Scottish Advanced Higher standard.

Germany

- Ministers of Education and Cultural Affairs of the German states have recommended that German universities accept NCEA results.
- German entry requirements for universities are similar to New Zealand's but require results in at least five distinct NCEA subjects.

India

- The Association of Indian Universities recognises NCEA Level 3 as equivalent to its university entrance requirement.

Thailand

- Students completing high school qualifications outside Thailand need a Matthayom 6 equivalence certificate, issued by Thailand's Bureau of Educational Testing (BET).
- NZQA and BET have agreed on equivalence criteria for NCEA (largely based on NCEA Level 2).

New Zealand's international connections have been reinforced in recent years. In 2008, New Zealand signed the Lisbon Recognition Convention and joined the European Network of Information Centres-NARIC networks. This enables a shared understanding of qualifications in Europe. NZQA is also now New Zealand's National Education Information Centre, providing information and advice on the New Zealand education system, secondary and tertiary qualifications, and recognition of overseas qualifications.



TERTIARY EDUCATION

Tertiary education includes all post-secondary education including higher and vocational education. It is the third level of education and is delivered by both state and privately owned institutions.

Tertiary education providers offer courses which range from transition (school to work) programmes, through to postgraduate study and research. There are no fixed divisions between the types of courses offered by providers. The focus is on their ability to offer education to the required quality standards, rather than based on their type.

The academic year for most tertiary providers starts in February and finishes in November. It is most often divided into two semesters but a third, 'summer', semester is becoming increasingly popular.

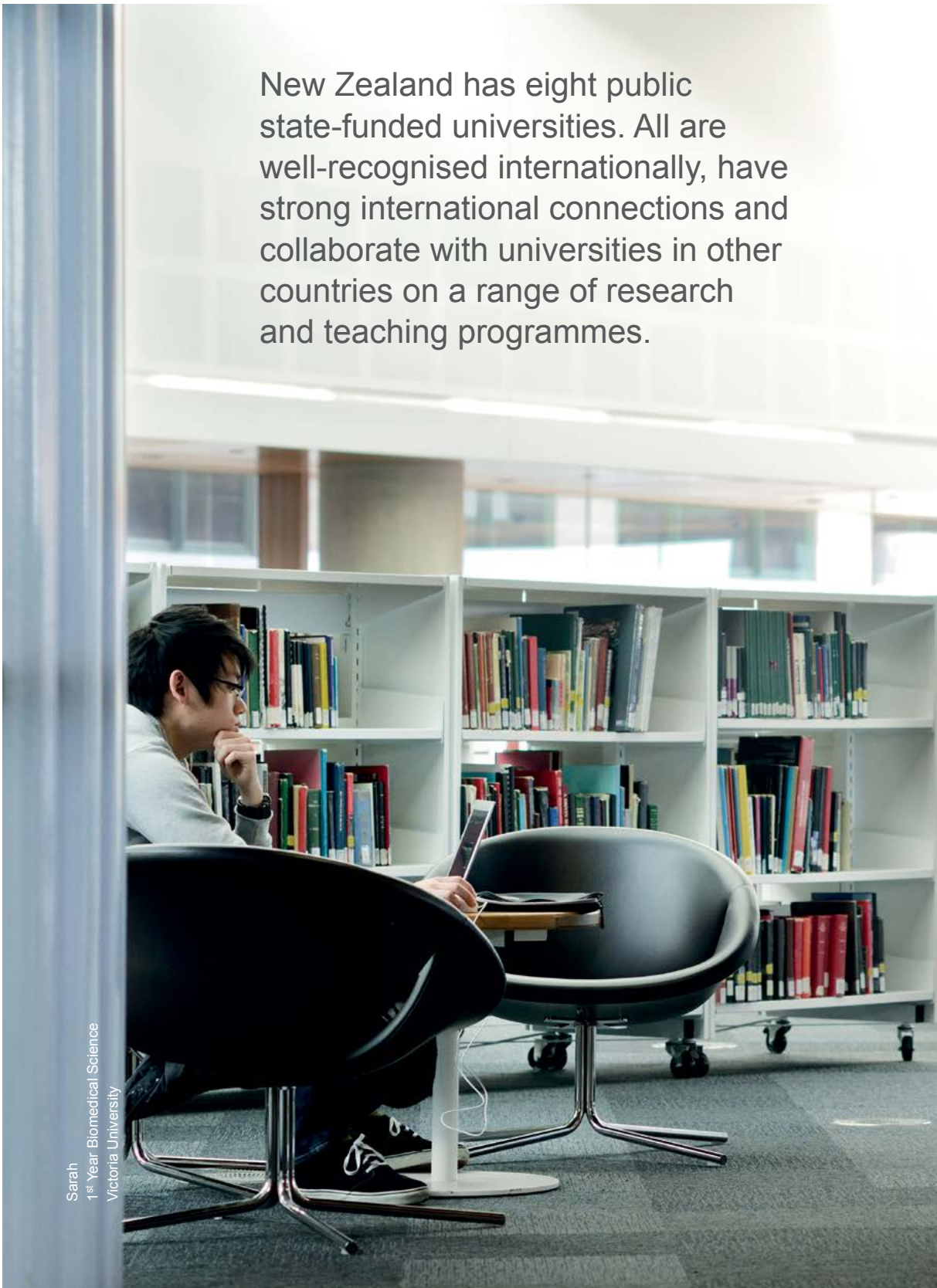
Government partly funds state tertiary providers. Students need to contribute about 30 per cent of the cost of their courses. New Zealand students can take out a student loan from the government to pay for their courses until they are earning.

The Government states its priorities for tertiary education in its Tertiary Education Strategy, which sets out the Government's long-term strategic direction for tertiary education. This strategy highlights the need to build international relationships that contribute to improved competitiveness, support business and innovation through development of relevant skills and research and improve outcomes for all. The strategy focuses on ensuring we have an outward-facing and engaged tertiary education system, with strong links to industry, community and the global economy.

All providers operate in an environment of decentralised governance and management. To ensure the most effective use of its funding, government encourages sector cooperation.



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UNIVERSITY EDUCATION

New Zealand has eight public state-funded universities. All are well-recognised internationally, have strong international connections and collaborate with universities in other countries on a range of research and teaching programmes.

New Zealand's university quality assurance system ensures that the standards of both teaching and research are high and consistent across all the universities.

All New Zealand's universities offer a broad range of subjects for undergraduate, masters and Doctoral (PhD) degrees in commerce, science and the humanities. A number of universities have more than one campus, often located in different cities. Many have overseas programmes, usually in partnership with an offshore provider, as a base for delivery of courses. A range of programmes are also delivered online.

A performance-based funding system encourages and rewards research that is of the highest quality and relevance to contemporary needs. Universities also work closely with the business community in New Zealand and overseas to involve students in leading-edge research and development.

New Zealand has a number of government-funded Centres of Research Excellence (CoRE), which are primarily, but not exclusively inter-institutional research networks, with researchers working on a commonly agreed work programme. Each CoRE is hosted by a university and comprises a number of partner organisations including other universities, Crown Research Institutes (CRIs) and Wānanga (tertiary providers focused on Māori tradition and custom).

Most university staff combine research and teaching. They come from all over the world and keep their international connections using sabbatical and other provisions for ensuring regular engagement with the global academic community.

Faculties of Education within universities are closely involved with the wider education system in New Zealand and internationally, and carry out the majority of research underpinning policies and practice in New Zealand schools and early childhood centres. Most of our teacher education for schools is carried out in the universities.

Features of New Zealand's universities:

- Each is a public institution and part-funded (around 50% of total income) by the Government. There are no privately owned universities.

- Each is autonomous (independently managed and governed) by its own council drawn from the community, business, staff and the student body, together with local and central government representatives.
- All offer general degrees with a large choice of subjects but each also has strengths in specialised professional degrees.
- All have high mobility (credit pathways) between each other in their general degrees.
- They combine large-group, lecture-style teaching with small-group tutorials, discussions, laboratory and field practice.
- All mix continual and final-year assessment.

In New Zealand, the learning experience of university students is shaped by the physical learning environment, as well as technological advances in course delivery and access to the latest online tools and resources (including web-enabled technologies and high speed networks).

Entry to university

Students who want to study at a New Zealand university need to meet a University Entrance (UE) standard. They need to achieve minimum standards at various levels of the NCEA or the New Zealand Qualifications Framework (NZQF).

Equivalent international qualifications such as the International Baccalaureate and the Cambridge Examinations are also accepted for UE.

International students must fulfil minimum English language requirements for enrolment at tertiary institutions.

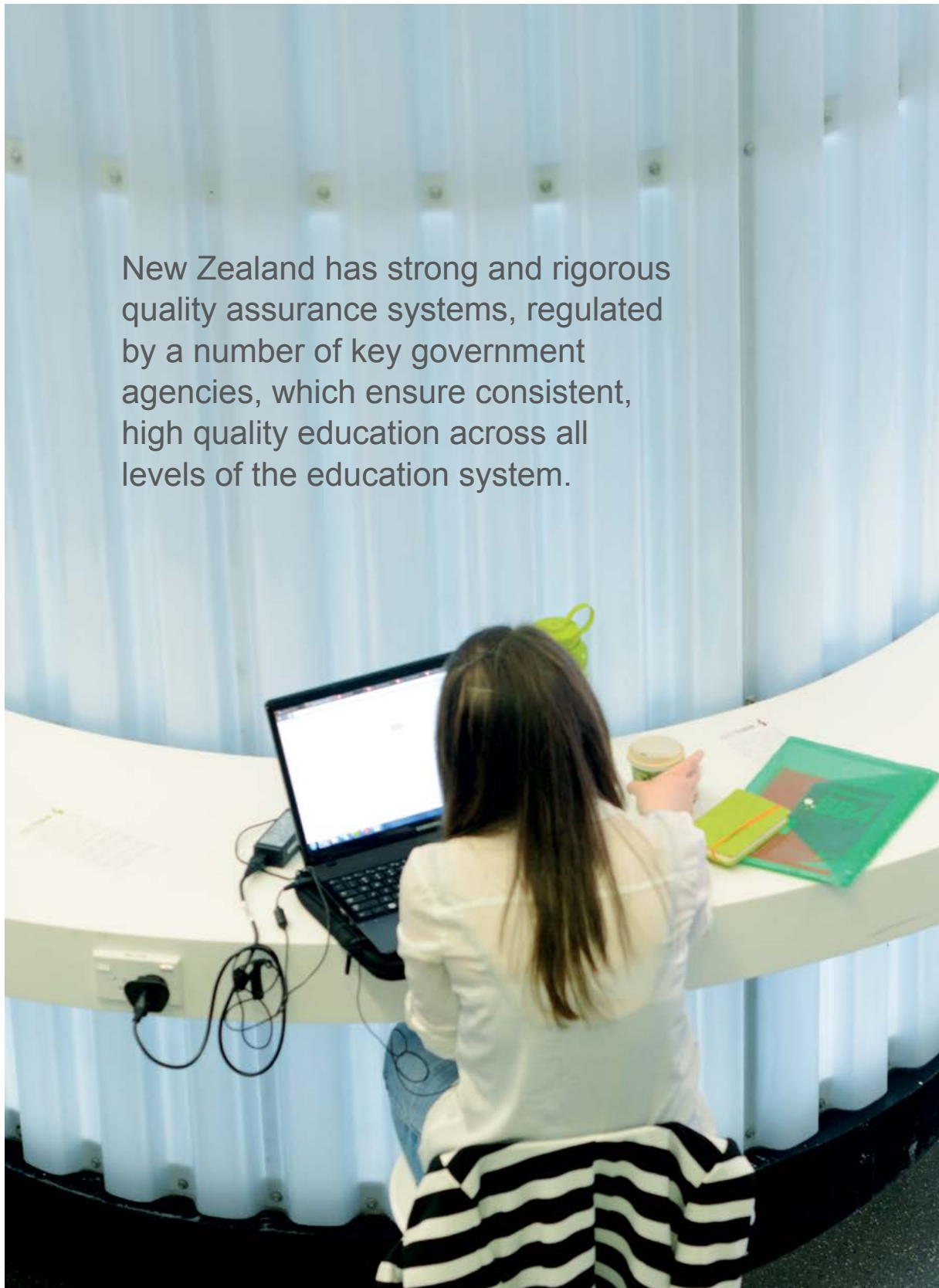
Wānanga

New Zealand has three Wānanga, which are publicly-owned teaching and research institutions that are characterised by teaching and research that maintains, advances and disseminates knowledge, develops intellectual independence, and assists the application of knowledge regarding āhuetanga Māori (Māori tradition) according to tikanga Māori (Māori custom).

They offer Certificates, Diplomas, and Bachelor's Degrees, with some providing programmes in specialised areas up to Doctorate Degree level.



New Zealand has strong and rigorous quality assurance systems, regulated by a number of key government agencies, which ensure consistent, high quality education across all levels of the education system.







TECHNICAL AND VOCATIONAL EDUCATION

Technical and Vocational Education and Training (TVET) begins at school and with schools' arrangements with tertiary providers. Tertiary TVET is offered at Institutes of Technology and Polytechnics (ITPs), Industry Training Organisations (ITOs), Wānanga, Private Training Establishments (PTEs) and in the workplace.

Some programmes are also available in government training establishments and several universities.

At the upper secondary school level students may begin to specialise in vocational learning or may integrate some vocational courses into a more general programme.

New Zealand's Youth Guarantee

The Youth Guarantee is about improving achievement, retention and transitions from school through to work. It does this by making accessible a wider range of learning opportunities and choices through making better use of the education network and by creating clear pathways from school to further study and work. The Youth Guarantee is targeted at the secondary-tertiary-employment interface and aims to support all learners up to age 19 to gain a foundation education qualification. Youth Guarantee Fees Free offers such support to young people who have left secondary school.

Within the Youth Guarantee a major contributor is the Vocational Pathways initiative, the product of partnerships between government agencies, the industry training sector, secondary and tertiary education representatives, and industry and employer representatives. Vocational Pathways divide the working world into six broad sectors - Primary Industries, Construction and Infrastructure, Manufacturing and Technology, Social and Community Services, Services Industries and Creative Industries. They map pathways from where students are now to their choice of exit point from education or training. The pathways represent ways to structure and achieve at NCEA Levels 2 and 3 and provide a coherent framework to support progression through education to employment.

Trades Academies

Trades Academies are secondary-tertiary programmes that provide a broad range of learning opportunities for senior secondary students, to ensure they stay in education for longer.

There are 23 Trades Academies run in partnerships between schools and tertiary providers. The combined programme is fulltime (25-30 hours per week) for students already enrolled at school.

Trades Academies deliver trades and technology programmes to students in Years 11 to 13 (ages 15 to 18) that take account of local and national workforce needs, and are aligned to allow students to achieve secondary and tertiary qualifications. Trades may include such areas as tourism, primary industries, building and construction, hospitality, engineering, business, computing, and more.

Institutes of Technology and Polytechnics (ITP)

There are 18 Institutes of Technology and Polytechnics (ITPs) in New Zealand. They provide professional and vocational education and training on a wide range of subjects from introductory studies through to full degree programmes.

Programmes are at all levels: community interest courses, English language training, foundation programmes, certificates, diplomas, degrees and some postgraduate qualifications. The most common qualifications ITPs award are certificates and diplomas encouraging students to build from lower qualifications to higher ones.

Courses emphasise practical experience and application to work situations such as studios, workshops, laboratories, hospitals and other workplaces.

Industry Training Organisations (ITO)

New Zealand has 11 Industry Training Organisations (ITOs). These are government and industry-funded bodies that represent particular industry sectors. For example agriculture, building and construction, motor trade, and more.

They develop and maintain national standards and qualifications for their sector. They also facilitate on-job training and contract training providers to offer off-job training and courses.

Private Training Establishments (PTE)

Many of New Zealand's Private Training Establishments (PTEs) offer specific vocational niches at certificate and diploma level for occupations. For example, travel and tourism, design, computer training in certificate, diploma programmes and English language learning, and more.

At any one time there are approximately 550 registered Private Training Establishments (PTEs), including registered private English language schools.

QUALIFICATION LEVELS

The New Zealand Qualifications Framework (NZQF) has ten qualification levels to meet a range of learners' needs. Levels are based on complexity, with level one the least complex and level ten the most complex.

The level descriptors are broadly defined in terms of what a graduate is expected to know, understand and be able to do as a result of learning.

Levels 1-4 are broadly comparable to senior secondary education. For example, NCEA and basic trades training.

Levels 5-6 generally cover advanced trades, technical and business qualifications.

Levels 7-10 generally cover degrees, graduate and postgraduate qualifications.

There are no fixed divisions between the types of courses offered by different types of provider.

LEVEL	NAMING SEQUENCE
10	Doctoral Degree
9	Master's Degrees
8	Postgraduate Diplomas and Certificates, Bachelor Honours Degree
7	Bachelor's Degrees, Graduate Diplomas and Certificates
6	
5	Diplomas
4	
3	
2	Certificates
1	





International comparability of tertiary qualifications

NZQA maintains effective liaison with overseas certifying and validating bodies to recognise overseas educational and vocational qualifications in New Zealand, and achieve recognition of New Zealand qualifications overseas.

New Zealand Bachelor's Degrees are recognised for enrolment in postgraduate programmes at universities throughout the world, subject to the normal grade and subject specialisation requirements.

The Trans-Tasman Mutual Recognition (2000) between Australia and New Zealand has declared mutual recognition of vocational education and training qualifications.

New Zealand is a member of the Lisbon Recognition Convention. This means that New Zealand qualifications are more easily recognised in each of the 50 Lisbon convention countries.

The Lisbon Recognition Convention is recognised as setting international best practice for assessing and comparing qualifications from around the world. Along with New Zealand, signatories to the Lisbon Recognition Convention include 50 European countries, the United States of America, Canada, Australia, Israel and Kazakhstan.

International students

In 2014, 110,198 international students enrolled with a New Zealand education provider. Over 60% of these enrolments were with education providers in Auckland.

All education providers must adhere to strict guidelines on the standards of care they provide to international students living and studying in New Zealand. These guidelines are outlined in the *Code of Practice for the Pastoral Care of International Students*.

New Zealand has strong and rigorous quality assurance systems that ensure consistent, high-quality education is delivered across the system. New Zealand's education qualifications are recognised in many countries around the world.

QUALITY ASSURANCE

New Zealand has strong and rigorous quality assurance systems, regulated by a number of key government agencies, which ensure consistent, high quality education across all levels of the education system.

Early Childhood Services and Schools

Early childhood services and schools are reviewed, on average, once every three years. Reviews are undertaken more often (in on to two years) where the performance of a school or service needs improvement and there are risks to the education and safety of the students. A longer review period (four to five years) may be scheduled for schools or services that have a stable reporting history and demonstrate competence in using self review to improve the teaching and learning of students. Reviews cover a range of aspects, including the quality of education and the quality of management. All reports are freely available to the public.

Tertiary Sector

Quality assurance in the tertiary sector focuses on the quality of learning outcomes recognised through qualifications as a whole. It also examines the systems and processes that support delivery of quality by providers. Only those tertiary qualifications and providers that are quality assured can receive government financial assistance.

Care for international students

New Zealand has a national Code of Practice for the Pastoral Care of International Students (the Code). The Code advises education providers on the standards of care they must provide to international students living and studying in New Zealand. All education providers which enrol international students must be signatories to the Code, and their compliance is closely monitored by the Government.



Maintaining professional standards

The Education Council of Aotearoa New Zealand is the new professional organisation for teachers. The Education Council represents all teachers from early childhood education through to primary and secondary schooling in English and Māori-medium schools.

The Council is mandated to lift the status of the teaching profession, and help build understanding of the role quality teaching and educational leadership play in contributing to the wellbeing of New Zealand. Evidence shows the quality of teaching and educational leadership have a significant effect on raising student achievement. The Council supports system changes to improve the quality of teaching and educational leadership to get better learning outcomes for students.

The Education Council comprises nine Council members appointed by the Minister of Education. At least five come from nominations and at least five must be registered teachers with a current practicing certificate. Council Members are responsible for ensuring the Council's legislative functions are carried out effectively and efficiently, in the interests of the teaching profession and public. The functions of the Council are supported by various committees and disciplinary bodies.

The Governing Council is supported by an organisation of about 50 employees led by a Chief Executive, working to implement the Council's functions and strategic direction across four main areas: Teacher Education, Registration (including Contact Centre), Teacher Practice (Conduct and Competence) and Council Services and Operations.

A number of reference groups, steering committees and working parties also help to ensure the Council's professional projects are aligned with the aspirations of the sector and with work carried out by key education agencies. Two advisory groups meet regularly to advise the Council on issues affecting teaching in early childhood education and in Māori-medium education.





QUALITY ASSURANCE AGENCIES

New Zealand has government agencies responsible for various aspects of quality assurance covering all areas of the education system.

Education Review Office (ERO)

The Education Review Office (ERO) is the New Zealand government department that evaluates and reports on the education and care of students in schools and early childhood services.

ERO's education reviews focus on student learning and the ways in which school policies, programmes, processes and practices contribute to student engagement, progress and achievement. Its reports are used by parents, teachers, early childhood education managers, school principals and trustees, and by government policy makers.

ERO carries out several different types of reviews and evaluations - education reviews, homeschool reviews, cluster reviews of education institutions and services, contract evaluations and national evaluations on education topics.

The New Zealand Qualifications Authority (NZQA)

NZQA's role in the education sector is to ensure that New Zealand qualifications are regarded as credible and robust, nationally and internationally, in order to help learners succeed in their chosen endeavours and to contribute to New Zealand society.

NZQA's services span the secondary and tertiary education sectors. NZQA administers the NCEAs for secondary school students and is responsible for the quality assurance of non-university tertiary training providers.

NZQA's priority is to support a diverse range of clients by providing effective and efficient services, within a statutory mandate, that meets specific needs.

Key responsibilities include services to:

- administer the NZQF, which is the definitive source for accurate information about all quality assured qualifications, covering senior secondary and tertiary education qualifications, and including all qualifications open to international students
- manage the external assessment of secondary school students and moderate secondary schools' internal assessment activities and processes
- quality assure non-university tertiary education organisations and their courses, and moderate assessment activities and processes for national qualifications for NZQA-owned unit standards

- maintain effective liaison with overseas certifying and validating bodies to recognise overseas educational and vocational qualifications in New Zealand, and achieve recognition of New Zealand qualifications overseas
- act as a standard-setting body.

Universities New Zealand (UNZ)

Universities New Zealand (UNZ) – Te Pōkai Tara – provides quality assurance for university qualifications through its Committee on University Academic Programmes (CUAP), and through the independent Academic Quality Agency for New Zealand Universities (AQA).

CUAP is charged with setting up and applying qualification and regulation approval, accreditation and programme moderation procedures across universities.

AQA supports universities in their achievement of standards of excellence in research and teaching through regular institutional audits and promoting quality enhancement practices across the sector.

TEACHER EDUCATION AND QUALITY

New Zealand recognises that, in schools, the quality of teaching and leadership has the biggest influence on student achievement. Teacher education in New Zealand takes into consideration our diverse student population and aims to support effective ways to improve educational outcomes for all, including specific groups such as Māori and Pasifika, students with special needs, and those with behavioural issues.

Teacher education

Most initial teacher education (ITE) for the schooling sector in New Zealand takes place in the Colleges and Faculties of Education within universities. Around half of the Early Childhood Teacher ITE is also delivered by Institutes of Technology, Wānanga and Private Training Establishments. In the university sector the Education Council approves ITE programmes in conjunction with the Committee on University Academic Programmes; the body that approves all qualifications in universities. In the non-university sector the Education Council holds approval panels in conjunction with NZQA.



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NEW ZEALAND EDUCATION STATISTICS AND RESEARCH

Education Counts

The New Zealand Ministry of Education's Education Counts website makes available information about education statistics and research, including:

- demographic information, specifically tailored for use in the education sector
- contextual information, such as labour market information, for assisting with the interpretation and understanding of education information
- reference lists, including address and service details of New Zealand's education institutions
- various collections of statistical information, including data on achievement, participation, and resourcing
- analysis of education information, including education sector indicators and detailed examination of key education themes
- publications, such as research and evaluation, Iterative Best Evidence Synthesis, regular monitoring reports, and specialised analysis
- pathways to other Ministry of Education, and Ministry sponsored, websites
- technical information to support the use and interpretation of data and information, including data dictionaries, glossaries, and descriptions of analytical techniques.

Best Evidence Syntheses (BES)

The New Zealand Ministry of Education's Best Evidence Syntheses (BES) is a world-renowned knowledge building programme.

It is an analysis of evidence from New Zealand and overseas which shows what improves education outcomes and what can make the biggest difference for the education of all our children and young people.

It is used to strengthen the evidence base that informs education policy and practice in New Zealand, and provides user-friendly resources with examples of highly effective teaching. The BES is widely used by teaching professionals and policy makers in New Zealand.



OECD New Zealand Education reports

The OECD *Education Policy Outlook: New Zealand* and *OECD Reviews of Evaluation and Assessment in Education: New Zealand* provide an independent assessment on aspects of New Zealand's education system.

NEW ZEALAND INTERNATIONAL EDUCATION CONNECTIONS

New Zealand has extensive and long-term international links through inter-governmental fora including the Asia-Pacific Economic Cooperation (APEC), the Organisation for Economic Cooperation and Development (OECD), the East Asia Summit (EAS), the Commonwealth, the Pacific Forum, United Nations Educational, Scientific and Cultural Organisation (UNESCO), and bilateral links and established Joint Working Groups with several countries.

New Zealand targets much of its education aid to the Pacific region through the Government's New Zealand Aid Programme.

There is much interest from other nations in our education system innovations. New Zealanders work internationally to share, advise and give practical help to those nations wishing to reform their education systems.

This work ranges from teaching and curriculum development to national education strategies, building system capability and capacity, implementing reforms or establishing new institutions and projects.

New Zealand has flourishing international education partnerships, delivering customised solutions that contribute to transforming foreign economies and businesses. Its competitive advantage stems from widespread success across an array of specialist areas including aviation, biotechnology, education management and teacher education, agriculture and tourism and hospitality.

Through joint ventures, collaborative arrangements, offshore campuses and digital technology, and the sale of our education services and products, New Zealand education providers assist overseas partners to improve the outcomes from their education systems.

KEY EDUCATION AGENCIES

The New Zealand Ministry of Education

The Ministry of Education is the Government's lead advisor on the New Zealand education system, shaping direction for sector agencies and providers.

www.education.govt.nz

Education Review Office (ERO)

ERO is the government agency that reviews schools and early childhood education services, and publishes national reports on current education practice.

www.ero.govt.nz

New Zealand Qualifications Authority (NZQA)

NZQA is the government agency which ensures that New Zealand qualifications are regarded as credible and robust, nationally and internationally, in order to help learners succeed in their chosen endeavours and to contribute to New Zealand society.

www.nzqa.govt.nz

Tertiary Education Commission (TEC)

The TEC is the government agency responsible for funding tertiary education in New Zealand, assisting our people to reach their full potential and contributing to the social and economic well-being of the country.

www.tec.govt.nz

Education Council of Aotearoa New Zealand (Education Council)

The Education Council is New Zealand's professional and regulatory body for registered and certified teachers working in early childhood centres, schools and other education institutions in New Zealand, representing teachers working in both English and Māori settings.

www.educationcouncil.org.nz

Education New Zealand (ENZ)

ENZ is the government agency responsible for taking New Zealand's education experiences to the world for enduring economic, social and cultural benefits.

www.educationnz.govt.nz

Careers New Zealand

Careers New Zealand is the government agency responsible for improving connections between education and employment, by using their expertise to support organisations and New Zealanders so they are making informed choices about their future employment.

www.careers.govt.nz

Universities New Zealand (UNZ)

Universities New Zealand – Te Pūkai Tara – is responsible for the quality of university programmes, administers a range of scholarships and represents the universities in the public interest, both nationally and internationally.

www.universitiesnz.ac.nz

Te Aho o Te Kura Pounamu (The Correspondence School)

The Correspondence School provides distance education from early childhood level to Year 13. Their learning advisors, teachers and in-region staff work with students, their families and communities to help students achieve their potential.

www.tekura.school.nz

EDUCATION LINKS

Early Childhood Education Curriculum

Te Whāriki is New Zealand's Early Childhood Curriculum policy statement.

<http://www.education.govt.nz/early-childhood/teaching-and-learning/ece-curriculum/te-whariki/>

School Curriculum

The New Zealand School Curriculum website.

<http://nzcurriculum.tki.org.nz>

National Certificate of Educational Achievement (NCEA)

New Zealand's NCEA are national qualifications for senior secondary school students.

<http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/understanding-ncea/how-ncea-works/>

National Standards Policy

National Standards set clear expectations that students need to meet in reading, writing, and mathematics in the first eight years at school.

<http://www.education.govt.nz/ministry-of-education/specific-initiatives/national-standards/>

Māori Education Strategy

Ka Hikitia – Accelerating Success 2013-2017 is New Zealand's Māori Education Strategy.

<http://www.education.govt.nz/ministry-of-education/overall-strategies-and-policies/>

Pasifika Education Plan

New Zealand's plan for raising Pasifika learners' participation, engagement and achievement from early learning through to tertiary education.

<http://www.education.govt.nz/ministry-of-education/overall-strategies-and-policies/>

New Zealand Qualifications Framework (NZQF)

A comprehensive list of all quality assured qualifications in New Zealand.

www.nzqa.govt.nz/studying-in-new-zealand/nzqf

Youth Guarantee (Vocational Pathways)

Information about vocational pathways for students.

<http://youthguarantee.net.nz>

Trades Academies

Information about Trades academies in New Zealand.

<http://www.education.govt.nz/ministry-of-education/specific-initiatives/trades-academies/>

TeachNZ

Comprehensive information on teaching in New Zealand.

www.teachnz.govt.nz

Education Counts

Information about education statistics and research in New Zealand.

www.educationcounts.govt.nz

New Zealand's Best Evidence Synthesis (BES)

New Zealand's world-renowned collaborative knowledge building strategy designed to strengthen the evidence base that informs education policy and practice in New Zealand.

www.educationcounts.govt.nz/topics/BES

OECD reports on New Zealand education

<http://gpseducation.oecd.org/>

Study in New Zealand

For those interested in studying in New Zealand; the official government website for international students, managed by Education New Zealand, with information, advice and resources on living and studying in New Zealand.

www.studyinnewzealand.com

Code of Practice for the Pastoral Care of International Students (the Code)

The Code advises education providers on the standards of care they must provide to international students living and studying in New Zealand.

<http://www.nzqa.govt.nz/providers-partners/caring-for-international-students/>

