

# Developing Pathways: Leading students to success

The Education Framework



# The way we were.....

- ▶ Educational success for **some**
- ▶ Educational success for **most**
- ▶ Educational success for **all**



# Where are we heading?

- ▶ Educational success for all: *An inclusive education system* – supporting every student from all backgrounds and communities *to Engage, to Learn and to Achieve*
- ▶ Success in the system – A World Class Education System: PISA 2009 learners at age 15



# PISA 2009 Results: reading, maths and science

- ▶ **Reading** – only two OECD countries and two non - OECD partner economies were better than New Zealand
- ▶ New Zealand's students performed much better than the OECD average USA, UK and 26 other OECD member countries
- ▶ However, no change in 15 yr olds reading performance between 2000 and 2009



# PISA results cont....

- ▶ **Maths** – Five OECD and six non - OECD partner countries were better than NZ
- ▶ New Zealand's students performed much better than the OECD average USA, UK and 22 OECD member countries
- ▶ No change in New Zealand's maths performance between 2003 and 2009



# PISA results cont.....

- ▶ **Science** – only one OECD country and three non OECD partner countries were better than New Zealand
- ▶ New Zealand's students performed much better than the OECD average, USA, UK and the other 27 OECD member countries
- ▶ No change in New Zealand's science performance between 2006 and 2009



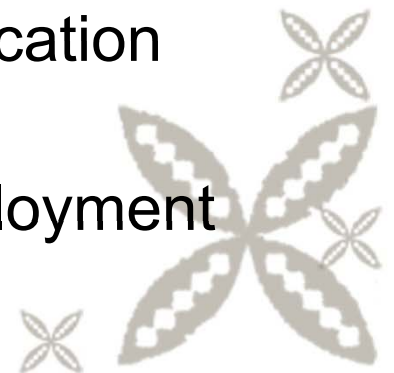
# Yet significant proportion continues to be under - served

- ▶ Across the sectors the **system** persistently under-performs for some students - more likely to be Māori, or Pasifika, be from low socio economic communities or have special education needs
- ▶ The system should meet the needs of the students not the students meeting the demands of the system
- ▶ The spread of achievement is too wide and is evident within most schools



# Disparities in Education appear early and persist throughout learning, these students are:

- ▶ Less likely to participate in quality ECE
- ▶ Less likely to achieve foundation literacy and numeracy skills in primary school
- ▶ More likely to disengage – truants, suspension, exclusion, expulsion
- ▶ Less likely to leave school with useful qualifications
- ▶ More likely to participate in lower levels of tertiary education or in low value/skill courses
- ▶ Less likely to complete higher-level tertiary education qualifications
- ▶ Less likely to be in education, training and employment





# THIS JUST DOESN'T ADD UP!

FOR EVERY **100 YOUNG MĀORI LEARNERS** THIS YEAR...



**MĀORI**  
**89**  
**PĀKEHĀ**  
**98**

Will have participated in early childhood education prior to school



**MĀORI**  
**17**  
**PĀKEHĀ**  
**1**

Will enter Māori Medium Education



**MĀORI**  
**18**  
**PĀKEHĀ**  
**4**

Will not have achieved basic literacy and numeracy skills by age 10



**MĀORI**  
**3**  
**PĀKEHĀ**  
**1**

Will be frequent truants by year 9/10

**MĀORI**  
**5**  
**PĀKEHĀ**  
**2**

Will be stood-down from school

**MĀORI**  
**66**  
**PĀKEHĀ**  
**83**

Will continue studying at school until at least their 17th birthday

**MĀORI**  
**34**  
**PĀKEHĀ**  
**13**

Will leave secondary school without a qualification

**MĀORI**  
**16**  
**PĀKEHĀ**  
**6**

Will become disengaged from any of education, employment or training by age 17

**MĀORI**  
**48**  
**PĀKEHĀ**  
**75**

Will leave school with NCEA Level 2 or better

**MĀORI**  
**20**  
**PĀKEHĀ**  
**49**

Will leave school with a university entrance standard

**MĀORI**  
**10**  
**PĀKEHĀ**  
**25**

Will attain a bachelors level degree by age 25



# Government's care about education.

## Why?

- ▶ Education is expensive - \$12,161 million need value for money and better return on investment
- ▶ Education is key to supplying the economy and workforce with talented, creative and skilled people
- ▶ Export Education - top five most valuable exports \$4.5 billion potential to grow and supply labour market



# Strategies across the system

- ▶ Push to increase participation in ECE for target groups - Māori and Pasifika
- ▶ School sector - focus on literacy and numeracy - National Standards and achievement to minimum NCEA level 2
- ▶ Effective, high quality, culturally responsive teaching supported by high quality leadership
- ▶ Tertiary – relevant and efficient tertiary education that meets student and labour market needs
- ▶ Māori achieving education success as Māori



# Youth Guarantee - new learning opportunities foundation/vocational education

- ▶ Fully funded YG places for 16 & 17 yr olds in tertiary education to 7500 places
- ▶ Trades Academies operating across the secondary tertiary interface - integrated pathway into a trade through close alignment of schools, the tertiary sector and industry
- ▶ Service Academies
- ▶ Tertiary High School - MIT



# Vocational Pathways enabling learners to achieve NCEA L2

- ▶ Five sector pathways: service industries, manufacturing & technology, construction and infrastructure, primary industries, social & community services
- ▶ Identify foundation skills knowledge and competencies by industry sector
- ▶ Cluster NZ curriculum achievement objectives and NZQF assessment standards
- ▶ Include career education and mapping



# Reflections

- ▶ We all have a very important part to play
- ▶ Change is here to stay
- ▶ Under achievement is a critical issue and must be addressed through a 'systems approach'
- ▶ Limited time to address under-achievement as areas of need are our areas of greatest growth

