

22 June 2018

Te Rito Maioha Early Childhood New Zealand response to Draft New Zealand International Education Strategy (NZIES) survey questions

1. What do you like most about the draft NZIES?

- The strengthened focus on high quality education delivery and student wellbeing, and the zero tolerance “policy” for student exploitation

2. What do you like the least about the NZIES?

- Lack of definition of what “quality” education delivery looks like
- The lack of measurable targets
- Lack of analysis of what our labour market needs are – we consider that ECE and school teachers should be identified as a priority (but note that they are not included on Immigration New Zealand’s skills shortage lists)

3. Is there anything missing from the draft NZIES that you think should be added or developed further?

- A definition of quality provision, which could, for example, reference the NZQA External Evaluation and Review criteria, or programmes identified on the NZQF, or some combination of the two
- Measurable targets
- More direct action – we note the number of reviews, explorations, included in the key actions under each goal, but we consider some actual “doing” should be included (2030 is not that far off – more clarity is needed of what we must do to achieve these objectives by then)
- Inclusion of private training establishments as beneficiaries of Education New Zealand’s marketing and promotion efforts, which currently seem to focus on universities and institutes of technology and polytechnics. Some PTEs (such as ours) also offer degree-level and postgraduate programmes, and pay the Export Education Levy, so they should be included equally in the marketing drive
- Incentives for providers performing in international markets
- Deeper discussion about breaking down the barriers to enrolling international students to meet our skills shortage (think: ECE and school teachers) (including immigration policies, English language requirements etc). In the current climate of teacher shortages and declining enrolments in teacher education programmes, we consider that government must address education workforce issues with urgency and as a matter of priority over the needs of some other industries
- The NZIES calls for greater collaboration – but there is no detail of how this will be encouraged and rewarded. The Tertiary Education Strategy 2014-19 notes that 70% of economic activity occurs within the tertiary education system – which is a highly competitive sector
- More information about the role of Education New Zealand – we consider ENZ needs to work better with providers to help with market penetration; to stop other government agencies from putting up roadblocks that are counter-intuitive to meeting outcomes of the NZIES (eg, MBIE, MOE, TEC)
- An action that will lead to clear, shared understanding of what our labour market needs are

Goal 1: An excellent education and student experience

4. Do you agree or disagree with the proposed outcomes of this goal, and why?

- We support the strengthened focus on high quality education delivery and student wellbeing

5. Do you have any other feedback on this goal?

- We consider there needs to be a definition of quality provision – how will quality be determined, and at what level: the provider, the programme, or both?
- We consider the student survey design needs to ensure the feedback the survey elicits provides useful insights and lend themselves to tangible actions for providers and policy makers to then continuously improve through tracked results
- How will uplift in quality provision be measured?
- What additional support will be provided to better prepare teachers/educators to understand and teach international students?

Goal 2: Sustainable growth

6. Do you agree or disagree with the proposed outcomes of this goal, and why?

- We support the aspirations of this goal, while noting it is a little vague on how it will be achieved

7. Do you have any other feedback on this goal?

- There are no hard targets or measures to ground this goal
- Collaboration is discussed, but there is no details of how this will be encouraged, supported and/or facilitated

Goal 3: Global citizens

8. Do you agree or disagree with the proposed outcomes of this goal, and why?

- We note the Strategy's proposal to create education opportunities for Pacific students both in the region and in New Zealand. And yet, in the ECE sector, study opportunities for aspiring Pacific-language ECE teachers are diminishing (that is, Bachelor-level programmes are being discontinued) because of what many consider are overly stringent and inflexible English language proficiency requirements at the point of entry to study. We consider that this area requires careful consideration, and may need a pragmatic solution to remove some of the barriers to entry in order to meet a skills need (as in, we need more Pacific language ECE teachers)

9. Do you have any other feedback on this goal?

- It needs measurable targets

10. Do you have any other feedback on the draft strategy overall?

- We look forward to seeing the final strategy, which we hope will include more concrete detail of the targets, and measures, and plans for implementation of the key actions
- We re-iterate our plea above for government to use this Strategy (and the Immigration policy settings) to better address education workforce issues as a priority