



SUBMISSION

Education Conversation - Kōrero Mātauranga

Submission 089/18

Prepared on behalf of COMET Auckland, June 2018

[COMET Auckland - Te Hononga Akoranga](#) is an independent charitable trust and Auckland Council's CCO focused on education, skills and lifelong learning across Auckland and, increasingly, other parts of the country. Our latest Statement of Intent is [here](#).

Whakatauāki

E kore e taea e te whenu kotahi
ki te raranga i te whāriki
kia mōhio tātou ki ā tātou.
Mā te mahi tahi o ngā whenu,
mā te mahi tahi o ngā kairaranga,
ka oti tēnei whāriki.
I te otinga me titiro tātou ki ngā mea pai ka puta mai.
Ā tana wā, me titiro hoki ki ngā raranga i makere
nā te mea, he kōrero ano kei reira.

- Kūkupa Tirikatene

Introduction

Thank you for the opportunity to comment as COMET Auckland to the Education Conversation - Kōrero Mātauranga, outlining our vision of what the future of learning might look like in New Zealand and the values that should underpin education.

This submission should be read along with ANON-HH5W-17RM-3 which is the uploaded summary from COMET Auckland's stakeholder consultation on EdConvo18 held in May 2018.

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Q1: If you were the boss of education in New Zealand, what would you do first?

At COMET, we have several key messages from our own experience about what's important for education for the future.

There needs to be much more focus and more creative thinking on Māori achievement. What we are doing is simply inadequate. One way would be to power up Ka Hikitia, drawing on the lessons and suggestions in the Auditor General's reports on Education for Māori. We also need to **prioritise Te reo Māori** with a plan to establish it as core curriculum at all levels, starting with Year 1 from 2020.

We need to **recognise and significantly elevate the importance of early oral language** in the education system. We are only going to make a difference to our children's start in education if we can increase the overall quantity and quality of language they experience in their early days.

The narrow focus on literacy and numeracy needs to be broadened by the MoE, ERO and PD providers to encompass the entire curriculum and to enable authentic learning that is relevant to children's culture, background and interests. STEM, literacy, arts and languages are not either/or options - they are all essential.

There is a huge need to emphasise 'soft skills', the employability skills that prepare young people for work and life. Competency in the 7 skills in the national Employability Skills Framework should be a requirement for school leavers, with funding and support for schools to build and assess these skills in authentic volunteer and workplace settings. We need better connections between education sectors, and between education and employment, so learners can transfer across different settings.

We need to build more effectively on the strengths of learners, their families and communities, in particular:

- **Build on learners' language skills** - there needs to be materials, assessments, PD and funding to enable schools to better support first/heritage language maintenance, and for bilingual and immersion learning of the curriculum.
- **Shift the relationship between schools and parents from 'engagement' to 'partnership'** - Provide support (guidelines, professional development, targeted funding) to schools to work with parents and whānau as skilled, resourceful partners alongside schools in children's learning, listening to them about their children's interests, culture and background, sharing information in a two-way relationship. A good example is the [Mutukaroa](#) home-school partnership.
- Capitalise on the **power of intergenerational learning** by supporting early learning services and schools to link the learning of parents and children. For example: Evening classes for parents in Te Reo Māori so they learn alongside and support their children, and family-focused foundation courses in or connected to schools.
- Think outside educational institutions, to **support learning in the home and community, especially for under-5s**. An example of this is [Talking Matters](#), working to support families to talk more and differently with babies and toddlers in order to build early oral language.

To enable all this there is an urgent need to **raise the status of teachers and teaching** to attract and retain dedicated, qualified staff with a range of subject competencies and from diverse backgrounds that reflect their learners' communities, strengths and interests. Allied to this is the need for a **clear**

signal on how the government will fund teacher training and provision of tertiary qualifications in needed subject areas, including languages.

Universities need more equitable funding to compensate for the fees-free policy and to ensure staffing and quality.

Q2: What does a successful student of the future look like to you?

Confident, capable and curious

Driving their own learning and also able to engage with others, to learn through a range of methods and media

Building on a strong identity and on their own culture(s), language(s) and background

Able to reflect on and celebrate their own measurably increasing knowledge and skills

Q3: What will they need to know and be able to do?

Strong literacy and numeracy, so that by the time they leave school they are at a level required for full participation in a knowledge society (as measured against international benchmarks)

Strong interpersonal and self-management skills, including the 7 employability skills, plus emotional regulation and ability to manage their own wellbeing

Strong identity, including knowledge of and pride in their own culture(s), in their role in Aotearoa NZ and in the world

Strong language skills in English, at least conversational skills in Te Reo Māori and in at least one other language (their own heritage language or another language of their choice)

Science for citizenship

Expertise in at least one area that aligns with their aspirations, interests and skills

Q4: What things need to be in place to make sure every learner is successful?

Clearer, simpler planning which links all the education sectors, clearly identifies priorities, core principles and funding commitments, along with demographic, socioeconomic and skills forecasts.

Quality teaching and leadership

Adequate resources, funding and training

A partnership relationship between educators and whānau

Recognition of culture and language/s as strengths

Connections between the different levels of education, and between education and employers and community, in order to create multiple, connected pathways for learners throughout life

Support, materials, PD, assessments, funding and measures that align with the above