

House of Representatives

Supplementary Order Paper

Wednesday, 12 April 2017

Education (Update) Amendment Bill

Proposed amendments

Chris Hipkins, in Committee, to move the following amendments:

Clause 4

In *clause 4, new section 1A(2)*, delete *paragraph (b)* (page 13, line 17).

In *clause 4, new section 1A(3)*, replace *paragraph (a)* (page 13, lines 24 and 25) with:

- (a) to provide learning experiences that support children and young people to reach their potential and a system that aims to achieve equitable outcomes for all; and

In *clause 4, new section 1A(3)(b)*, replace *subparagraphs (i) to (iv)* (page 13, lines 28 to 33) with:

- (i) resilience, determination, confidence, creative and critical thinking, and to become lifelong learners:
- (ii) strong social skills and the ability to form positive relationships with others:
- (iii) active participation in community life, fulfilment of civic and social responsibilities, and contribution to building a strong and just New Zealand, socially, culturally, economically, and environmentally:
- (iv) promoting the development of the knowledge, values, and skills to enable students to succeed in further education and live full satisfying lives, both personally and in the world of work; and

In *clause 4, new section 1A(3)(c)*, replace *subparagraph (i)* with:

- (i) to instil an appreciation of the importance of an inclusive society where all people are valued and are sup-

ported to participate in ways that honour and value diversity:

In *clause 4, new section 1A*, after *subsection (4)* (page 14, after line 8), insert:

(4A) Consultation under **subsection (4)** must include consultation with—

- (a) children; and
- (b) national representative organisations of teachers; and
- (c) national representative organisations of principals; and
- (d) national representative organisations of school boards of trustees; and
- (e) national representative organisations of early childhood services; and
- (f) national representative organisations of parents.

In *clause 4, new section 1A*, after *subsection (5)* (page 14, after line 13), insert:

(5A) A minor change under **subsection (5)** is limited to a technical, short, and uncontroversial amendment that does not change or extend policy of the statement of National Education and Learning Priorities.

In *clause 4, new section 1A*, replace *subsection (6)* (page 14, after line 17) with:

(6) A statement issued under this section is a legislative instrument and is a disallowable instrument for the purposes of the Legislation Act 2012, and has to be presented to the House of Representatives under section 41 of that Act.

Explanatory note

This Supplementary Order Paper amends *clause 4* in the Education (Update) Amendment Bill. *New section 1A(2)(b)*, which would enable statements about the diversity of education provision to be included in the statement of National Education and Learning Priorities, is deleted. The concern with *paragraph (b)* is that it suggests a waning commitment to public education.

The proposed objective for the statement of National Education and Learning Priorities in *new section 1A(3)(a)* is amended so that it aligns with the objective in the New Zealand Curriculum. The replaced *paragraph (a)* recognises not just children and young people achieving their potential but a need for equity in the education system more generally. This is an appropriate consideration when developing a document that is intended to guide the entire education system in the compulsory education sector. The drafting has also been modified so that it is gender-neutral.

New section 1A(3)(b) is amended so that it instead aligns with the objective in the New Zealand Curriculum. This recognises the importance of lifelong learning. Many submitters on the Bill and the earlier discussion document considered this to be an

important aspect that needed to be factored in when developing the statement. It reflects a more aspirational object of having strong social skills (rather than just good social skills) and positive relationships (rather than just good relationships) as well as skills that enable a person to actively participate and to be a socially responsible member of the community. It recognises the development of knowledge, values, and skills of a child or young person as a whole person, not just work-related.

New section 1A(3)(c) is amended to strengthen the proposed objective for the statement of National Education and Learning Priorities so that diversity is not only recognised but actively valued and people are supported to participate.

Subsection (4A) is added to *new section 1A* to specify the minimum consultation requirements that must be undertaken when developing a statement of National Education and Learning Priorities. Many submitters to the select committee requested that the consultation requirements be explicit in the statute and, specifically, that the voices of children, the education profession, school boards and parents be actively sought and considered as part of this process.

Subsection (5A) is added to *new section 1A* to clarify the meaning of “minor change” for the purposes of changing the statement of National Education and Learning Priorities. Many submitters to the select committee were concerned that without this clarity there may not be the appropriate amount of scrutiny or consultation with the sector before any changes are made to the statement. The definition above is based on the “technical, short and uncontroversial” criteria that apply with Statute Amendment Bills.

Section 1A(6) is replaced to ensure that there is appropriate parliamentary scrutiny of the statement of National Education and Learning Priorities by making it a disallowable instrument and ensuring that it is presented to Parliament for the purposes of the Legislation Act 2012.