

# The New Zealand Education System

An overview



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# New Zealand

New Zealand, or Aotearoa, the Māori name for New Zealand, is situated in the South Pacific Ocean.

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.

New Zealand was first settled by Māori, who voyaged from the south-east Pacific about 1,000 years ago. The first European contact occurred when Dutch navigator Abel Tasman visited in 1642 and the British explorer James Cook visited in 1769, 1773 and 1777. More organised European settlement occurred from the 1840s onwards.

New Zealand education is increasingly international in character, driven by trends which include the Information and Communications Technology (ICT) revolution, employment markets extending beyond national borders, and a well-travelled population of students, teaching staff and researchers.

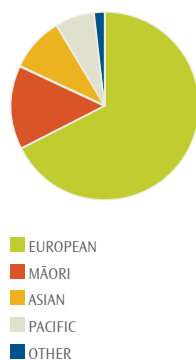
Education is a critical factor in developing the skills and innovation required for New Zealand to compete globally, and it plays a significant role in New Zealand's relationships internationally.

## SNAPSHOT OF NZ

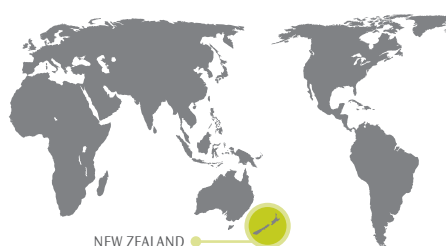
- ▶ Landmass – 269 thousand km<sup>2</sup>.  
A similar size to the United Kingdom, Japan and California
- ▶ Located at latitude 34° south in the South Pacific
- ▶ 4.2 million people
- ▶ A developed nation with a high living standard, low unemployment and a diversifying economy
- ▶ One of the world's top 25 'innovator economies' as it adds knowledge and research to its traditional primary products
- ▶ Known for its independent position on nuclear energy, foreign policy, environmental sustainability and conservation
- ▶ New Zealand has three official languages – Māori which is the language of the tangata whenua, the indigenous people of the land; English; and New Zealand Sign Language.



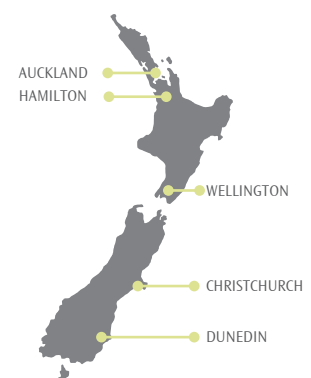
NEW ZEALAND ETHNICITY



WORLD MAP



NEW ZEALAND MAP









# Education in New Zealand

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

We seek a world leading education system that equips all New Zealanders with the knowledge, skills and values to be successful citizens in the 21st century. In the current knowledge age, learners need to know how to problem-solve, synthesise information, work with others, create and innovate. These goals are at the heart of New Zealand's education system.

All 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 successfully adopted, based on evidence and research.

Education in New Zealand is focused on the life-long learning needs of students. Each student is able to develop their potential along a number of possible pathways, academic and/or vocational. Schools and teachers use a variety of learning materials, experiences and media to encourage critical thinking. This focus on research-evidenced best practice is one of the factors contributing to raising student achievement in New Zealand.

There is considerable international interest in New Zealand's achievements in education. New Zealand has educational agencies, providers, managers and teachers with a good understanding of what works and why. New Zealand educators' expertise and experience are also increasingly sought after around the world.

INTERNATIONAL BENCHMARKING  
TELLS US THAT:

- ▶ in December 2006, 77 percent of New Zealanders aged between 25 and 64 years had gained secondary or tertiary qualifications. This is at the upper end of the Organisation for Economic Cooperation and Development's (OECD) scale and well above the OECD average of 67 percent
- ▶ between 1991 and 2005 the proportion of adults with a bachelors' degree or higher qualification rose from eight percent to almost 20 percent (418,000 people)
- ▶ OECD's Programme for International Student Assessment (PISA) studies (2000, 2003 and 2006) show New Zealand's 15 year old students perform well above the international mean in reading, mathematical and scientific literacy (also problem solving in 2003). Of the 57 countries participating in PISA 2006, only two countries performed better than New Zealand (Finland and Hong Kong), eight countries were similar, and the other 46 countries were significantly lower
- ▶ although average achievement is high, New Zealand needs to continue to work to lift the achievement of those at the lower end.

Literacy Domain	OECD countries* statistical performance relative to New Zealand.			OECD and non-OECD (partner) countries' statistical performance relative to New Zealand.		
	Better	Same	Lower	Better	Same	Lower
Mathematical	3	9	17	4	10	25
Scientific	3	7	19	4	8	27
Reading	1	7	21	1	8	30

\* 30 member countries.  
 England data were excluded as they did not comply with PISA response rate standards.

## What we are seeking to achieve

New Zealand's strategy for **early childhood** aims to build the lifelong foundations of success, not only for our children, but also for New Zealand.

In **primary** through to **secondary education** we want to raise literacy and numeracy standards and participation, engagement and achievement so that young people stay at school longer and leave with higher level qualifications. We want to ensure a smooth transition from secondary school into ongoing education, training or work.

Our **tertiary education** strategy focuses on quality and relevant education and research that supports the realisation of the goals of New Zealanders and the development of our nation.

New Zealand has the strategy **Ka Hikitia** – Managing for Success, to help ensure effective teaching for Maori young people.

And the **Pasifika Education Plan** to help raise the participation, engagement and achievement of Pasifika students.

To find out more about New Zealand's strategies for education, go to [www.minedu.govt.nz](http://www.minedu.govt.nz)





# Education System

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

Education is compulsory for all students aged between six and 16 years, though the vast majority of students begin school at age five.

Early childhood education (ECE) is for children under five and is characterised by strong quality assurance and a world-leading national curriculum. There is a high degree of participation in ECE and increasing levels of teacher quality.

School education, like most early childhood education, is free in the state system. New Zealand has nearly 2,600 schools, most of which are publicly owned and funded by the government. They follow a national curriculum but are self-managing and governed by locally elected boards of trustees.

School education in the early years provides a strong foundation in literacy and numeracy and an introduction to a broad and balanced curriculum, while the secondary years (ages 13 to 17) offer excellent subject-based learning, supported by professional career counselling. New Zealand schools are well resourced with information and communications technology, offering new ways for students to access knowledge and to learn.

Tertiary education in New Zealand is delivered by a variety of providers. Universities, Institutes of Technology and Polytechnics (ITPs), Private Training Establishments (PTEs) and Industry Training Organisations (ITOs) all deliver a variety of educational options, often in flexible ways to meet the needs of adult learners.

New Zealand's tertiary qualifications and programmes are internationally recognised for their quality and focus on graduate preparedness.

## A network of provision

Administrative authority for most education service provision is devolved from central government to the educational institutions which are governed (in the public sector) by individual Boards or Councils, members of which are elected or appointed. Schools and tertiary institutions work within the framework of guidelines,

requirements and funding arrangements set by central government and administered through its agencies. There are no state or provincial systems.

Although there is diversity in the forms of institutions through which education is provided, national policies and quality assurance provide continuity and consistency across the system.

## The Ministry of Education

The Ministry of Education (the Ministry) is the central government agency responsible for guiding the education sector to deliver a world-leading education system that equips all New Zealanders with the knowledge, skills and values to be successful citizens.

The Ministry gives effect to the government's priorities for education to ensure that desired educational outcomes are achieved. It does this by working with parents, schools and communities. To that end, the Ministry provides leadership, analysis, planning, funding and implementation through:

- ▶ education policy advice to the Minister of Education and the government
- ▶ allocating funding and resources to schools and early childhood education providers
- ▶ overseeing and supporting the implementation of approved education policies
- ▶ managing special education services
- ▶ undertaking research, collecting and processing education statistics and information
- ▶ monitoring the effectiveness of the education system.

Separate education agencies are responsible for qualifications and quality assurance. They are described on page 10.



## The Tertiary Education Commission

The Tertiary Education Commission (TEC) Te Amorangi Mātauranga Matua is the government's agency responsible for managing the tertiary education sector.

All forms of post-school education and training come under the TEC's umbrella. These range from full-time academic study, on-job and work-related training right through to tertiary research and development, foundation education, distance education and part-time study.

The TEC has implemented a way of planning, funding and monitoring tertiary education that aims to ensure tertiary education organisations are funded to deliver quality education and training that is relevant to students, their potential employers and to the communities they live in.

Increasingly tertiary education organisations are working with one another to ensure the education and training available across New Zealand is complementary and provides for student choice.

Other central education agencies are the Education Review Office (see page 16) and the New Zealand Qualifications Authority (NZQA) (see page 24).







# Education For All

In New Zealand we are proud to have an education system that reflects our unique society. It recognises different abilities, religious beliefs, ethnic groups, income levels, ideas about teaching and learning and allows schools to develop their own special characters.

## Kura kaupapa and wharekura

Most schools teach in English, but some teach in the Māori language. Kura kaupapa Māori and wharekura are schools in which the principal language of instruction is Māori and education is based on Māori culture and values. Most kura kaupapa cater for students from Years 1 to 8, and a small number of wharekura (secondary schools) cater for students up to Year 13.

## 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, and those who have an emotional or behavior difficulty.

Most students with these needs attend their local school. Additional funding is available, as well as teacher aide time and specialist support. There are also a number of special schools, including two for deaf and hearing impaired students and one for blind and vision impaired students.

## Community

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.

All adults need to have adequate reading, writing and numeracy skills to be able to live fully in today's society and contribute to a high income, knowledge-based economy.

There are also providers of many adult classes in hobby and recreational learning, eg furniture-making, calligraphy, photography and pottery.

## Home and distance learning

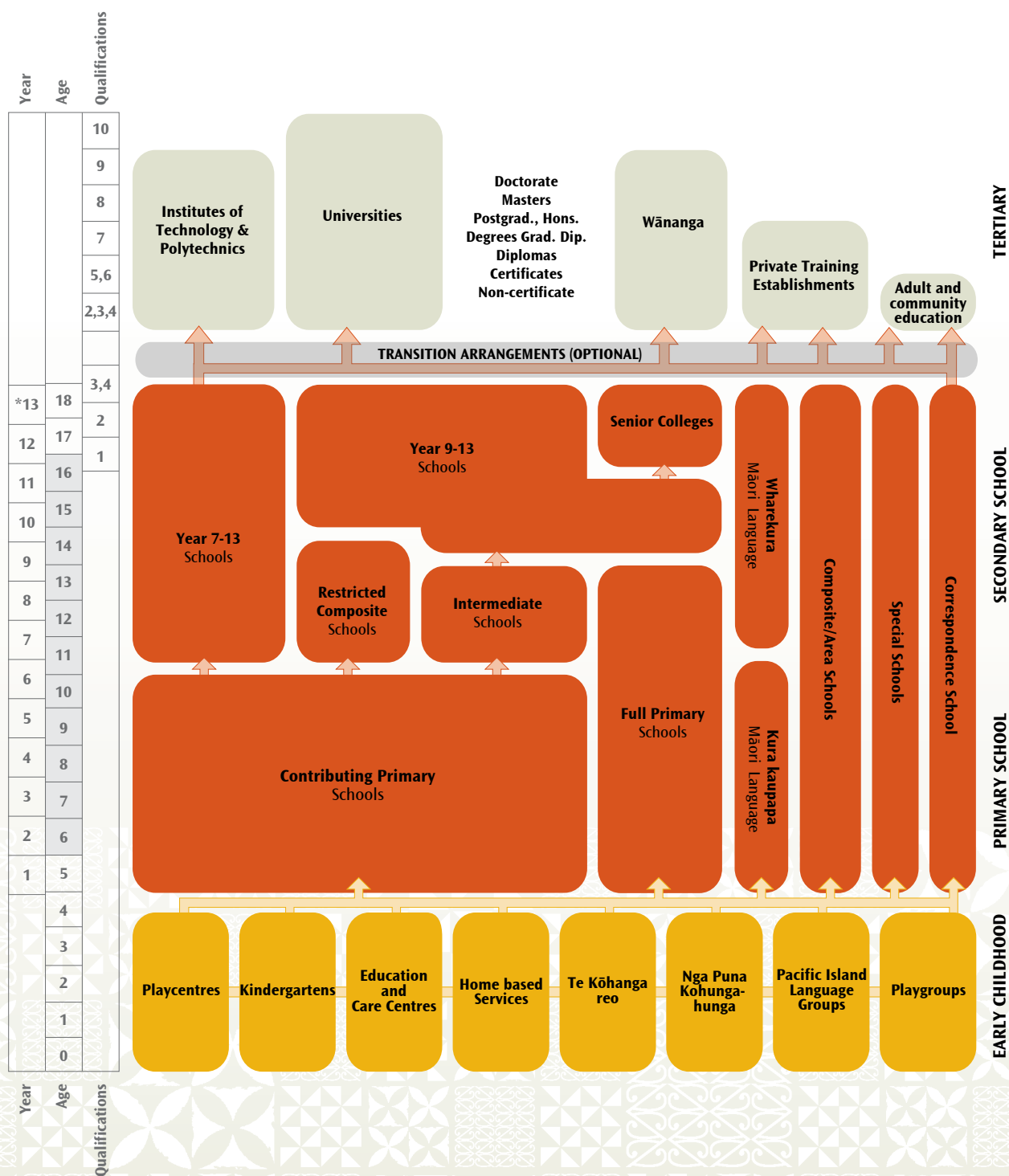
New Zealand's Correspondence School has around 16,000 enrolments including full-time students who, for a variety of reasons, cannot attend a school. It is the national distance learning provider that uses multimedia and online learning for early childhood, primary, secondary and special needs students.

A small number of parents seek Ministry of Education approval to educate their children at home, many of whom enrol with the Correspondence School.

At tertiary and adult levels, full and part-time learning programmes are available for self-directed learning at home and in the workplace.



# Student Pathways



## Early Childhood Education

In New Zealand Early Childhood Education (ECE) means education and care for children from babies to school entrant age. It is the first level of education. There is a wide range of ECE services including crèches, kindergartens, centre or home-based education and care, playgroups, playcentres and Kōhanga Reo (centres teaching in full immersion in Māori language and culture).

ECE has a high participation rate; in 2006, 94 percent of children had received some form of ECE before starting school. Three and four year old children usually attend ECE for around 14 to 17 hours per week. The New Zealand government funds up to 20 hours ECE per week for three and four year old children, regardless of their parents' income, ethnicity or work status. The government's aim is to encourage intensive participation in quality ECE and to create positive education outcomes.

New Zealand has a strategic plan for ECE. Government focuses on the development of curriculum, regulating for minimum standards and teacher quality, funding support and other initiatives for quality ECE.

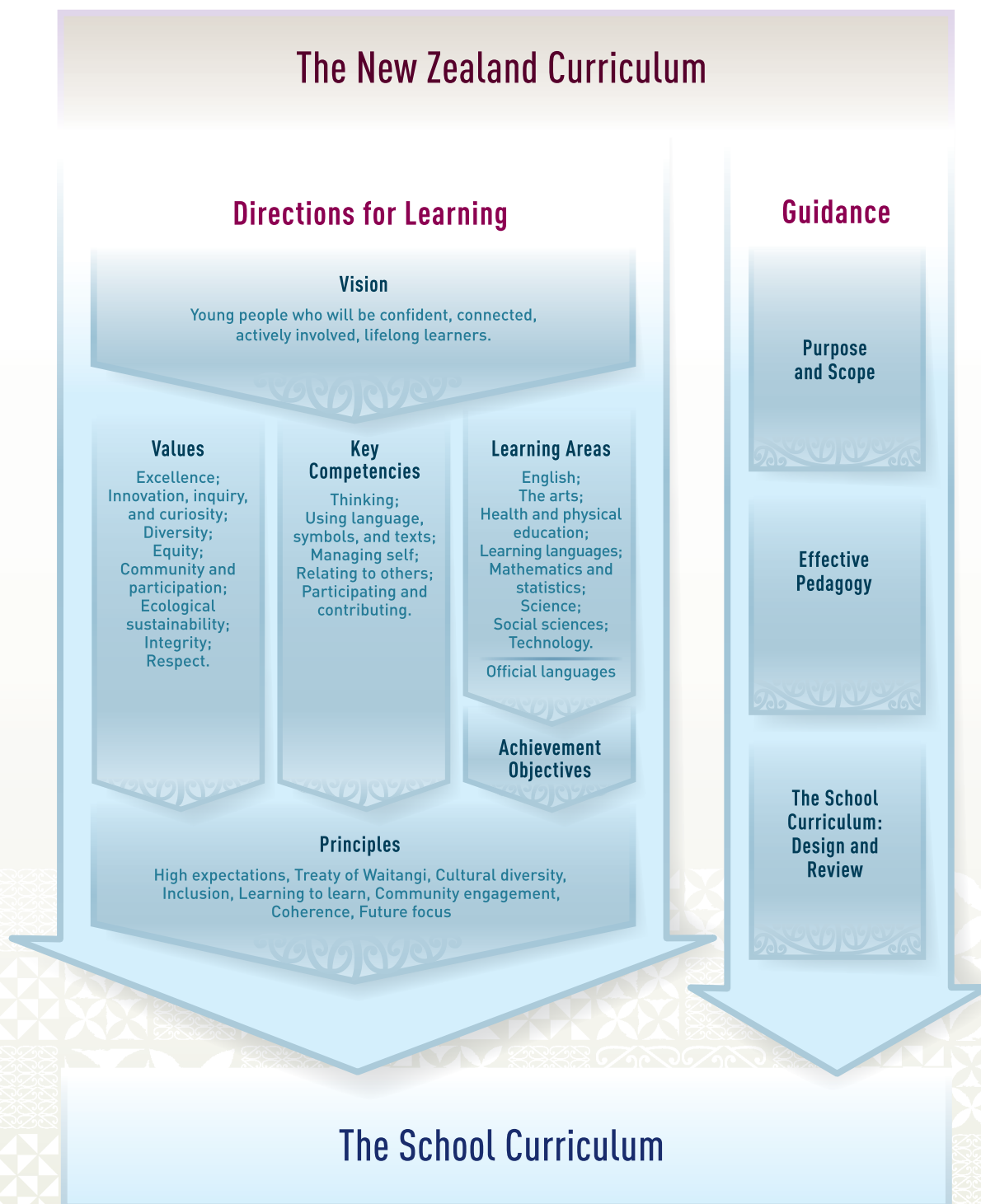
In New Zealand's ECE system:

- ▶ the Ministry of Education provides support for young children from birth, or the time that they are identified as having special education needs, until the change to school
- ▶ ECE services are partially government funded but not government owned or managed

- ▶ parent, whānau (wider family) and community involvement is strongly encouraged
- ▶ other parent-led services, such as playcentres and Kōhanga Reo, provide quality, low cost ECE and the government supports them
- ▶ English is the language medium of most services
- ▶ some centres are culturally oriented, such as Kōhanga Reo or A'oga Amata (teaching in Samoan language and culture). Others focus on providing for special education needs or remote learning options
- ▶ the Correspondence School provides learning programmes for three to five year old children who are not able to attend ECE centres for reasons such as living in remote areas

Te Whāriki is the early childhood education sector's curriculum framework. It covers the education and the care of children from birth to school age and is used by most early childhood education services in New Zealand to guide the learning opportunities they provide for children.







# 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.

There are over 2,500 state schools in New Zealand. School rolls range from 10 to over 2,000 pupils. Most (86 percent) school-aged children attend state schools. The remainder attend state integrated (operated as a state school but with the particular religious or philosophical perspective of their owner), private schools, or are schooled at home.

The education system for schools comprises 13 Year levels. (See diagram on page 9). Schooling is compulsory from the age of 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 the school closest to where they live.

The New Zealand school year usually runs from the end of January to mid-December, and is divided into four terms.

There is a compulsory national curriculum for Years 1 to 10. Most schools are English language, but some schools teach in the Māori language.

## Primary education

Children may start school at age five and the majority do so, although schooling is not compulsory until the age of 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, during which students are generally aged 13 to 17. 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. 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. Students are provided with professional career counselling.

Some schools in New Zealand are:

- ▶ state schools – the majority
- ▶ private (also known as independent) schools that charge fees for the education they provide. There are over 100 of these
- ▶ state integrated schools (325) which 10 percent of school-aged children attend. These are largely government funded and have programmes with a particular religious or learning philosophy
- ▶ boarding schools (both state and private) where students live in the school during the term
- ▶ for students with special education needs (such as impairments, learning or behaviour difficulties).

## School curriculum

New Zealand has a 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 curriculum describes the key competencies and learning outcomes people need in order to live, learn, work and contribute as active members of their communities, rather than prescribing what school students must learn or what teachers must teach.

It describes:

- the Vision – what we want for our young people
- a set of Principles – the foundations of curriculum decision making
- Values – to be encouraged, modelled and explored
- five Key Competencies – capabilities for living and lifelong learning
- the eight Learning Areas – important for a broad general education (See diagram on page 15).

# New Zealand Curriculum Learning Areas

In **English**, students study, use, and enjoy language and literature communicated orally, visually, or in writing.

In **the arts**, students explore, refine, and communicate ideas as they connect thinking, imagination, senses, and feelings to create works and respond to the works of others.

In **health and physical education**, students learn about their own well-being, and that of others and society, in health-related and movement contexts.

In **learning languages**, students learn to communicate in an additional language, develop their capacity to learn further languages, and explore different world views in relation to their own.

In **mathematics and statistics**, students explore relationships in quantities, space, and data and learn to express these relationships in ways that help them to make sense of the world around them.

In **science**, students explore how both the natural physical world and science itself work so that they can participate as critical, informed, and responsible citizens in a society in which science plays a significant role.

In the **social sciences**, students explore how societies work and how they themselves can participate and take action as critical, informed, and responsible citizens.

In **technology**, students learn to be innovative developers of products and systems and discerning consumers who will make a difference in the world.



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

A variety of special projects in specific areas of the curriculum are making a difference, especially in ages and groups that have been identified as underachieving.

New Zealand has specific programmes for formative assessment, known as assessment for learning. Assessment for learning includes all those activities undertaken by teachers, and by the students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged. Such assessments become formative when the evidence is actually used to adapt the teaching to meet the student's learning needs.

New Zealand has a programme of Best Evidence Synthesis (BES), designed to strengthen the evidence base that informs education policy and practice.

## School governance and management

Schools in New Zealand are self-governing and managed within a national framework of regulation and guidance. Community involvement and meeting each student's needs are fundamental principles. National Administration Guidelines (NAGs) for school administration set out desirable principles of conduct or administration in schools.

School boards are required to develop individual charters and annual plans and report their performance against these.

## Education Review Office

Schools are regularly reviewed by the Education Review Office, a government quality assurance agency, which is independent of the Ministry of Education. The review reports are made available to the public.





## 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.

System-wide assessment is then carried out each year by the National Education Monitoring Project (NEMP), assessing a national sample of Year 4 and Year 8 students.

New Zealand students also take part in a range of large scale international assessment studies.

In OECD's PISA studies in 2000, 2003 and 2006 New Zealand 15 year old students performed well above the international mean in reading, mathematical and scientific literacy (also problem solving in 2003) with similar average results to Canada, Australia and Japan.

New Zealand students also performed well in the cross-curricular competency of problem solving.

New Zealand's national qualifications system starts at Year 11 in senior secondary school.

OECD'S PISA 2006 – COUNTRY COMPARISONS OF MEAN PERFORMANCE IN SCIENCE					
Finland	563	(2.0)	Hong Kong-China	542	(2.5)
Canada	534	(2.0)	Chinese Taipei	532	(3.6)
Estonia	531	(2.5)	Japan	531	(3.4)
<b>New Zealand</b>	530	(2.7)	Australia	527	(2.3)
Netherlands	525	(2.7)	Liechtenstein	522	(4.1)
Korea	522	(3.4)	Slovenia	519	1.1
Germany	516	(3.8)	United Kingdom	515	(2.3)
Czech Republic	513	(3.5)	Switzerland	512	(3.2)
Macao-China	511	(1.1)	Austria	511	(3.9)
Belgium	510	(2.5)	Ireland	508	(3.2)
Hungary	504	(2.7)	Sweden	503	(2.4)
<b>OECD AVERAGE</b>	500	(0.5)	Denmark	496	(3.1)
France	495	(3.4)	United States	489	(4.2)
Russian Fed	479	(3.7)	Italy	475	(2.0)
Mexico	410	(2.7)	Kyrgyzstan	322	(2.9)
Another 30 countries performed significantly lower than NZ					

OECD'S PISA 2006 – COUNTRY COMPARISONS OF MEAN PERFORMANCE IN READING					
Korea	556	(3.8)	Finland	547	(2.1)
Hong Kong-China	536	(2.4)	Canada	527	(2.4)
<b>New Zealand</b>	521	(3.0)	Ireland	517	(3.5)
Australia	513	(2.1)	Liechtenstein	510	(3.9)
Poland	508	(2.8)	Sweden	507	(3.4)
Netherlands	507	(2.9)	Belgium	501	(3.0)
Estonia	501	(2.9)	Switzerland	499	(3.1)
Japan	498	(3.6)	Chinese Taipei	496	(3.4)
United Kingdom	495	(2.3)	Germany	495	(4.4)
Denmark	494	(3.2)	Macao-China	492	(1.1)
<b>OECD AVERAGE</b>	492	(0.6)	Austria	490	(4.1)
France	488	(4.1)	Iceland	484	(1.9)
Norway	484	(3.2)	Czech Republic	483	(4.2)
Italy	469	(2.4)	Turkey	447	(4.2)
Mexico	410	(3.1)	Kyrgyzstan	285	(3.5)
Another 27 countries, performed significantly lower than NZ					

The National Certificate of Educational Achievement (NCEA) is the national senior secondary school qualification. The NCEA means schools can develop learning programmes to suit students' needs and then assess their achievement against national standards. Students are able to achieve the 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 of the NCEA correspond to the final three years of secondary schooling (Years 11 to 13). To gain an NCEA the student must achieve 80 credits on the National Qualifications Framework (NQF), 60 at the level of the certificate and 20 others. For more information on the NQF, go to [www.nzqa.govt.nz/framework](http://www.nzqa.govt.nz/framework)

There are also many vocational qualifications available on the NQF and offered in secondary schools. They include, for example, the National Certificate of Tourism, National Certificate in Computing, and Level 2 or National Certificate of Motor Engineering.

There is also a New Zealand Scholarship award, which recognises very able students. Students attempting this separate assessment are usually in Year 13.

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

### International Recognition of NCEA

New Zealand has qualifications recognition agreements with Australia and the United Kingdom. Although New Zealand does not have any specific qualifications recognition agreements at a

government level with the USA, the two education systems are broadly comparable. New Zealand qualifications are acceptable for most purposes in the United States, including entry to tertiary education and employment.

NCEA Level 3 is recognised by the Australasian Conference of Tertiary Admissions Centres (ACTAC) ([www.actac.edu.au](http://www.actac.edu.au)) to determine students' entry to Australian universities, provided that applicants also hold University Entrance. ACTAC monitors the process for admissions to universities throughout Australia.

In the United Kingdom, both the National Academic Recognition Information Centre (NARIC) ([www.naric.org.uk](http://www.naric.org.uk)) and the Universities and Colleges Admissions Services (UCAS) ([www.ucas.ac.uk](http://www.ucas.ac.uk)) recognise that NCEA Level 3, with some Merits/Excellences in subjects to be studied at higher education institutions, is considered comparable to the overall General Certificate of Education (GCE) Advanced standard.

NARIC provide recognition service and comparability information of international qualifications from countries worldwide with those in the UK.

The UCAS publication 'International Qualifications for Entry into Higher Education' is a reference guide for UK tertiary providers to evaluate school leaving qualifications of students applying for admission. The UCAS publication is also used internationally as an authoritative guide. Information about NCEA is included in the UCAS publication along with a summary of the most recent percentage grade distribution for the major subjects taken by Year 13 students.



## Tertiary Education

Tertiary education includes all post-secondary education including higher and vocational education. It is the third level of education.

Tertiary education in New Zealand is delivered by a variety of providers: universities, Institutes of Technology and Polytechnics (ITPs), Private Training Establishments (PTEs), Industry Training Organisations (ITOs) and Wānanga. These all deliver a variety of educational options, often in flexible ways to meet the needs of adult learners.

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 each sort of provider. The focus is on their ability to offer education to the required quality standards, rather than based on their type.

- ▶ Higher, degree-level education is mainly offered at universities. Programmes are research-led and generally academic, as distinct from vocational.
- ▶ Vocational degree level education is offered at ITPs, wānanga and a few larger PTEs. Such degrees tend to be specific and applied.
- ▶ PTEs' programmes are mostly in specific vocational niches at certificate and diploma level.

### Direction and funding

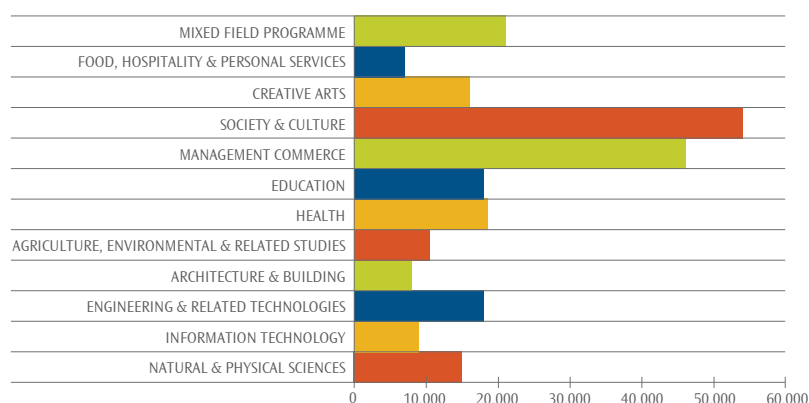
Government partly funds state tertiary institutions. Students need to contribute about 30 percent of the cost of their courses. New Zealand students can borrow a student loan from the government to pay for their courses until they are earning.

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

The government states its priorities for tertiary education in its Tertiary Education Strategy. The Tertiary Education Commission (TEC) funds tertiary providers based on agreed enrolments and contestable grants. The emphasis is on working in partnership to develop investment plans focused on educational outcomes and how they can be achieved. Agreed plans are then funded accordingly and the TEC monitors providers against the stated outcomes.

Investment plans take into account student demand, labour market conditions, what employers are saying about the skills they need, and the government's economic transformation agenda.

NZ AREAS OF STUDY 2006



NZ TERTIARY ENROLMENTS 2006





## Participation

Participation rates in tertiary education have been rising steadily. It is estimated that 13.3% of the population aged 15 years and over participated in some type of formal tertiary study at some time in 2007.

Enrolments by Māori and Pacific people in tertiary education have all greatly increased in recent years, and government policy seeks to further improve participation and achievement in under-represented population groups.

Government limits tertiary fee increases. In 2000 the average full year, full-time tuition fee at tertiary institutions was equivalent to nearly six weeks' gross income for a person employed on an average wage. In 2007 it was less than four weeks.

## Providers

Tertiary providers include both public and privately owned institutions.

New Zealand's public providers, known as tertiary education institutions (TEIs) operate under one national system.

TEIs are:

- ▶ eight universities with emphasis on academic education
- ▶ 20 state owned ITPs with emphasis on vocational education
- ▶ three wānanga (education delivered within a Māori context)
- ▶ 40 Industry Training Organisations (ITOs).

New Zealand also has 11 government agencies recognised as Government Training Establishments (GTEs) because they provide education and training for significant numbers of their employees. The New Zealand Police and the New Zealand Army are examples of GTEs.

At any one time there are between 700 and 800 registered Private Training Establishments (PTEs), including registered private English language schools.

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



## University Education

New Zealand universities are well-recognised internationally. More than half are ranked among the top 500 universities in the world and one is in the top 50. All 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 eight 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, and some have overseas programmes, usually in partnership with an offshore provider, as a base for delivery of courses. A range of programmes are also delivered via e-learning.

A performance based funding system encourages and rewards research that is of the highest quality and relevant 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 (CoRES), 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.

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.

New Zealand universities offer a number of scholarships and incentives for study for international students, especially at PhD level (see page 28).

Features of New Zealand's universities:

- ▶ each is a public institution and part-funded (around 50 percent of total income) by government
- ▶ in New Zealand there are no privately owned universities
- ▶ each is autonomous (independently managed and governed) by its own council drawn from the community, business, the 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
- ▶ teaching is by respected teaching and research staff, even at first year level
- ▶ all mix continual and final-year assessment.

### 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 Levels 1, 2 and 3 of NCEA or the NQF. They need to gain 42 or more credits at Level 3 or higher of the NQF from a specified range of subjects. Students must also gain specific literacy and numeracy standards.

Domestic students over 20 years of age may apply for entry without formal qualifications.

Equivalent international qualifications such as the International Baccalaureate and the Cambridge examinations are also accepted for UE. International students must fulfill minimum English language requirements for enrolment at tertiary institutions.

Refer [www.nzvcc.ac.nz](http://www.nzvcc.ac.nz) for more information on entry requirements.

# Technical and Vocational Education

Technical and Vocational Education and Training (TVET) begins at school and with schools' bridging arrangements with tertiary providers. Tertiary TVET is offered at ITPs, wānanga, PTEs and in the workplace.

Some programmes are also available in government training establishments and several universities. University courses tend to be in areas such as physiotherapy and viticulture.

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.

This is facilitated by:

- ▶ a qualifications system in which students gain credits against standards registered on the NQF towards a range of nationally and internationally recognised qualifications. Students can accumulate credits in school and in a range of other learning settings
- ▶ funding to allow students to take a course beyond the range of the traditional school curriculum while remaining enrolled at school. These programmes allow students to begin work related learning, for example with a polytechnic provider. Secondary-Tertiary Alignment Resource (STAR) enables schools to purchase tertiary course provision for students.

## Institutes of Technology and Polytechnics

There are 20 Institutes of Technology and Polytechnics (ITPs) in New Zealand. They provide professional and vocational education and training ranging from introductory studies through to full degree programmes. Courses emphasise practical experience and application to work situations.

A degree from one of these institutions has equal status with a university degree. Many ITPs also offer English language training.

ITP education features include:

- ▶ high teaching hours in a practical environment like studios, workshops, laboratories, hospitals and other workplaces
- ▶ professional, applied degrees which are informed by applied research
- ▶ teachers of certificates and diplomas are not necessarily researchers but are industry experienced

- ▶ many qualifications have integrated work experience, otherwise known as internships, cooperative learning or On-Job Training (OJT)
- ▶ a wide range of subjects
- ▶ programmes at all levels: community interest courses, 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
- ▶ programmes which respond to the needs of their own communities and economies. Flexible delivery includes part-time, weekends, evening classes and online
- ▶ high accessibility to students living outside the main cities. Many of them offer tuition at outlying campuses and one, the Open Polytechnic of New Zealand, specialises in distance education
- ▶ qualifications are nationally and internationally recognised.

## Private Training Establishments

Many of New Zealand's Private Training Establishments (PTEs) specialise in tertiary TVET that is specific and aimed at niche occupations such as travel and tourism, design, ICT in certificate, diploma programmes and English language learning.

## Industry Training Organisations

Industry Training Organisations (ITOs) are government and industry funded bodies that represent particular industry sectors. They develop and maintain national unit (skill) standards and qualifications for their sector. They also facilitate on-job training and contract training providers to offer off-job training and courses.



## Tertiary Qualifications

Tertiary providers offer ten programme levels related to the NQF to meet a range of learners' needs. These vary from short courses to postgraduate study and research. There are no fixed divisions between the types of courses offered by different types of provider.

### International comparability of tertiary qualifications

Bachelors degrees from New Zealand tertiary education providers are comparable overall to:

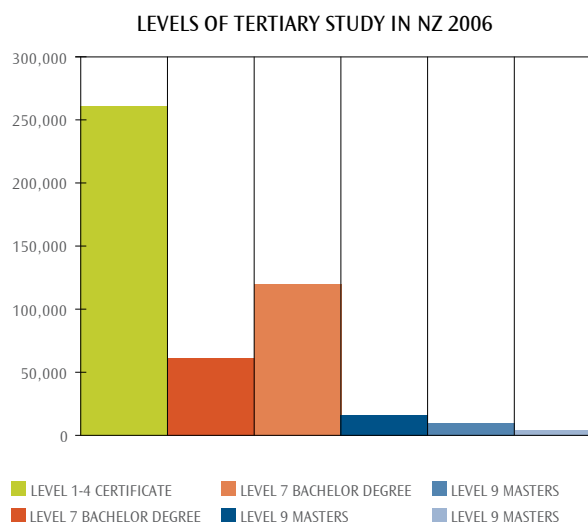
- ▶ British Bachelors (Ordinary) degrees
- ▶ Australian Bachelors degrees
- ▶ US Bachelors degrees.

New Zealand Bachelors degrees are recognised for enrolment in postgraduate programmes at universities throughout the world, subject to the normal grade and subject specialisation requirements.

Australia and New Zealand have declared mutual recognition of vocational education and training qualifications.

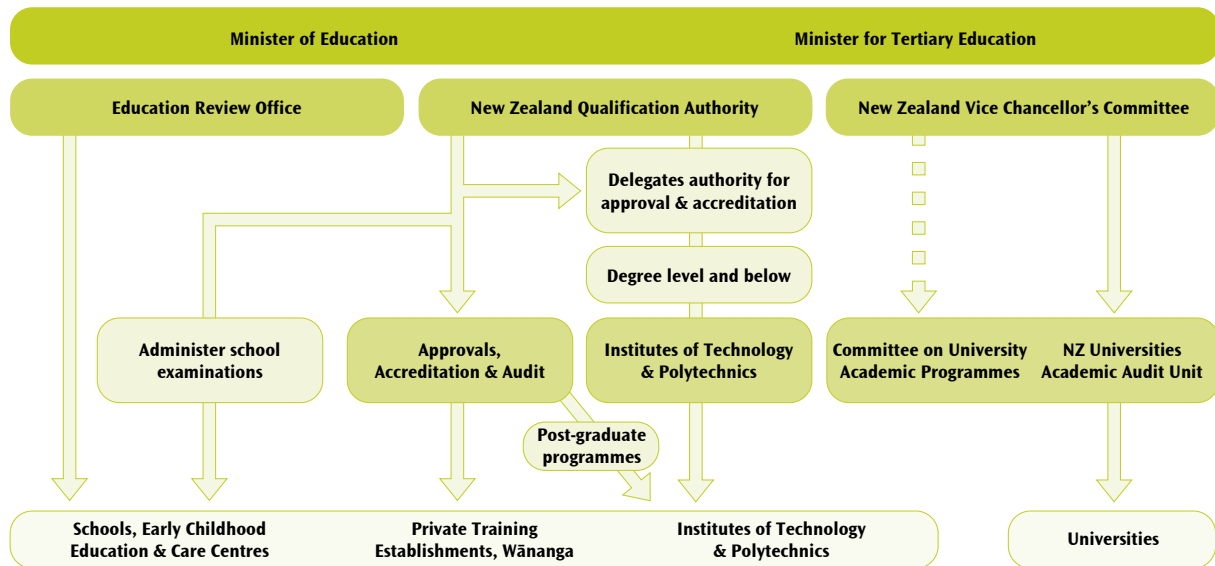
New Zealand is a member of the Lisbon Qualification Recognition Convention. This means that New Zealand qualifications are more easily recognised in each of the 50 Lisbon convention countries. The Lisbon Convention is recognised as setting international best practice for assessing and comparing qualifications from around the world. Along with New Zealand, signatories to the Lisbon Convention include the UK, France, Germany, Italy, USA, Canada and Australia.

The graph below shows the numbers of students studying at different tertiary levels.



# Quality Assurance

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



## Quality assurance of ECE centres and schools

The Education Review Office (ERO) conducts external reviews of early childhood centres, primary and secondary schools.

ERO is an independent government department reporting directly to its own minister.

Schools and early childhood services are reviewed, on average, once every three years. Reviews are undertaken more often where the performance of a school or centre is poor and there are possible risks to the education and safety of the students. All schools and their boards of trustees are reviewed.

ERO reviews and publishes reports on:

- ▶ the quality of education provided for students
- ▶ specific aspects of schooling and early childhood education
- ▶ regional and national educational issues
- ▶ the quality of management by school boards of trustees and the managers of ECE centres
- ▶ the education of students exempted from attending school, ie home-school students.

All ERO reports are freely available to the public ([www.ero.govt.nz](http://www.ero.govt.nz)).

## The New Zealand Qualifications Authority

NZQA:

- ▶ sets and regularly reviews standards for qualifications
- ▶ registers and monitors all national qualifications on the National Qualifications Framework (NQF)
- ▶ operates national senior secondary school examinations
- ▶ conducts external moderation of internal assessment in schools
- ▶ registers and monitors private providers of tertiary education to ensure they meet quality standards
- ▶ administers a qualifications recognition service for overseas people wanting to live, work or study in New Zealand
- ▶ approves courses that are mainly or wholly for international students in schools.

NZQA posts a large, complete list of all quality assured qualifications on KiwiQuals ([www.kiwiquals.govt.nz](http://www.kiwiquals.govt.nz)), a register of quality assured qualifications. The register has ten levels and uses an agreed set of title definitions. It also benchmarks New Zealand qualifications internationally ([www.nzqa.govt.nz](http://www.nzqa.govt.nz)).

## Teaching quality

The New Zealand Teachers Council's (NZTC's) role is to maintain the professional standards of teachers. It registers teachers, renews their practising certificates, defines standards, and jointly approves teacher education programmes that lead to registration. It has the power to investigate complaints and act upon them.

Every school teacher must be registered with the NZTC. NZTC ensures a minimum quality standard applied to all teachers. It considers a teacher's experience, character, qualifications and police record.

ECE teachers are progressively becoming registered and by 2012 will either be registered, or in teacher education programmes.

Teaching in tertiary education does not require compulsory registration.

The term 'registered teacher' is protected by law. It is illegal for a person without registration to use these words to indicate that he or she is a registered teacher.

Ongoing quality assurance in all teaching is managed with:

- ▶ professional development programmes for each individual
- ▶ performance monitoring and appraisal
- ▶ selected programmes of study leave and sabbaticals
- ▶ various scholarships and fellowships.

Most teacher education in New Zealand takes place in the Faculties of Education in universities. Teacher education courses are approved and quality-assured by the NZTC.

Overseas trained teachers considering teaching in New Zealand can find useful information on the TeachNZ website ([www.teachnz.govt.nz](http://www.teachnz.govt.nz)). This website provides the latest information on teaching and teacher education in New Zealand.





## Quality assurance of tertiary education

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 by a Quality Assurance Body (QAB) can receive government financial assistance. QABs decide if providers and qualification developers meet the required standards.

NZQA registers private education providers and recommends the approval of Government Training Establishments (GTEs) to the Minister of Education. It accredits and audits educational institutions and other registered learning establishments that offer approved courses and award credit for registered qualifications. It also accredits Industry Training Organisations (ITOs) to register workplace assessors.

All registered education providers, and approved courses and qualifications outside the universities are listed on NZQA's website.

NZQA has delegated authority for the approval and accreditation of ITP courses up to bachelor's degree level to Institutes of Technology and Polytechnics Quality (ITPQ), the quality arm of ITPNZ.

The New Zealand Vice Chancellors' Committee (NZVCC) provides quality assurance for university qualifications through its Committee on University Academic Programmes (CUAP), and through the independent New Zealand Universities Academic Audit Unit (NZUAAU).

NZVCC and NZQA use the same criteria for the approval and accreditation of qualifications.



## International Students

New Zealand is a popular destination for international students recognised for its safe environment and quality education system. Over 93,000 international students from 150 countries studied in New Zealand in 2007.

### Scholarships

The New Zealand government and individual education institutions offer academic merit based scholarships, including New Zealand International Doctoral Research Scholarships. These awards are administered on behalf of the government by Education New Zealand (ENZ). ENZ also administers scholarships to New Zealand on behalf of foreign organisations and governments, for example the Saudi Arabian government.

NZAID administers development focused scholarships.

### Care of international students

The Ministry of Education operates a Code of Practice for the Pastoral Care of International Students (the Code). All education providers that enrol international students must sign and follow the Code.

The Code defines standards expected for:

- ▶ delivery of pastoral (personal) care
- ▶ student accommodation (housing)
- ▶ information given by education providers and their agents
- ▶ giving advice
- ▶ internal procedures for resolving student grievances.

The Code does not cover academic standards. These are assured by NZQA and other agencies.

An International Education Appeal Authority (IEAA) has the power to investigate any complaints and see if the Code has been breached. IEAA can set remedies when a breach has occurred.



## New Zealand Abroad

New Zealand has extensive and long-term international links through inter-governmental fora including Asia-Pacific Economic Cooperation (APEC), the Organisation for Economic Cooperation and Development (OECD), the Southeast Asian Ministers of Education Organisation (SEAMEO), United Nations Educational, Scientific and Cultural Organisation (UNESCO), and bilateral links (eg New Zealand/Malaysia and New Zealand/China Joint Working Groups).

Through the government agency NZAID, New Zealand targets much of its education aid to the Pacific region.

There is increasing interest from other nations in our education system innovations and 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, New Zealand education providers assist overseas partners in improving the outcomes from their education systems. Examples are found in Vietnam, Oman, China, Bahrain, the United States and Malaysia.

To discuss working together in education, contact should first be made with a representative of the New Zealand Embassy, Consulate or New Zealand Trade and Enterprise (NZTE) office in your country.

Or you can contact:

### **New Zealand Ministry of Education** International Division

Post PO Box 3666, Wellington, 6140  
New Zealand  
Phone +64 4 463 2800  
Email [international.unit@minedu.govt.nz](mailto:international.unit@minedu.govt.nz)  
Web [www.minedu.govt.nz](http://www.minedu.govt.nz)

### **New Zealand Trade and Enterprise** Education Sector

Post PO Box 2878, Wellington, 6140  
New Zealand  
Fax +64 4 816 8101  
Email [info@nzte.govt.nz](mailto:info@nzte.govt.nz)  
(Please address enquiries to the Education Sector)  
Web [www.nzte.govt.nz](http://www.nzte.govt.nz)





# Glossary of Terms and Abbreviations

A'oga Amata	ECE centres teaching full immersion in Samoan language and culture	
ACE	Adult and Community Education	
BOTs	Board of Trustees	
Composite or Area School	A school that combines both primary and secondary levels. Typically found in rural areas	
Contributing Primary school	A primary school that sends its Year 7 and 8 students to an intermediate school. Differs from a full primary school which retains Years 7 and 8 students	
CoRE	Centre of Research Excellence	
CRI	Crown Research Institute	
CUAP	Committee on University Academic Programmes (part of NZVCC, a QAB)	
ECE	Early Childhood Education	
ENZ	Education New Zealand	<a href="http://www.educationnz.org.nz">www.educationnz.org.nz</a>
ERO	Education Review Office	<a href="http://www.ero.govt.nz">www.ero.govt.nz</a>
ESOL	English for Speakers of Other Languages	
EU	European Union	
GTEs	Government Training Establishments	
ICT	Information and Communications Technology	
IEAA	International Education Appeal Authority	<a href="http://www.minedu.govt.nz">www.minedu.govt.nz</a>
IELTS	International English Language Testing System	
Internal assessment	Regular assessment using a variety of tools (tests, assignments, practical tests, oral work etc) throughout the year within the school or institution	
ITOs	Industry Training Organisations	
ITPs	Institutes of Technology and Polytechnics	
ITPNZ	Institutes of Technology and Polytechnics New Zealand	<a href="http://www.itpnz.ac.nz">www.itpnz.ac.nz</a>
ITPQ	Institutes of Technology and Polytechnics Quality, a QAB	<a href="http://www.itpq.ac.nz">www.itpq.ac.nz</a>
Kōhanga Reo	ECE centres teaching full immersion in Māori language and culture	
Kura Kaupapa Māori	Māori medium Primary School	
MoE	Ministry of Education	<a href="http://www.minedu.govt.nz">www.minedu.govt.nz</a>
NAGs	National Administration Guidelines	
NCEA	National Certificate of Educational Achievement	
NEGs	National Education Guidelines	
NQF	National Qualifications Framework	
NZAID	New Zealand's International Aid & Development Agency	<a href="http://www.nzaid.govt.nz">www.nzaid.govt.nz</a>
NZQA	New Zealand Qualifications Authority	<a href="http://www.nzqa.govt.nz">www.nzqa.govt.nz</a>
NZTC	New Zealand Teachers Council	<a href="http://www.teacherscouncil.govt.nz">www.teacherscouncil.govt.nz</a>
NZTE	New Zealand Trade and Enterprise	<a href="http://www.nzte.govt.nz">www.nzte.govt.nz</a>
NZUAAU	New Zealand Universities Academic Audit Unit	<a href="http://www.nzuaau.ac.nz">www.nzuaau.ac.nz</a>
NZVCC	New Zealand Vice Chancellors Committee (universities)	<a href="http://www.nzvcc.ac.nz">www.nzvcc.ac.nz</a>
OECD	Organisation for Economic Cooperation and Development	<a href="http://www.oecd.org.nz">www.oecd.org.nz</a>
OJT	On-Job Training	
PISA	Programme for International Student Assessment	<a href="http://www.pisa.oecd.org">www.pisa.oecd.org</a> <a href="http://www.educationcounts.edcentre.govt.nz">www.educationcounts.edcentre.govt.nz</a>
Post-secondary	After secondary school	

Primary	The first level of compulsory schooling	
Private	School owned and operated by the owners, who offer a particular curriculum or teaching style. They must comply with the ERO and NZQA standards	
PTE	Private Training Establishment	
QA	Quality Assurance	
QAB	Quality Assurance Body	
QMS	Quality Management System	
Secondary	The second level of compulsory schooling	
Senior College	Separate school for Years 11 to 13	
State integrated	School owned by the proprietors, mostly Catholic or other religious groups. Operated as a state school but with a particular religious or philosophical perspective	
STEP	Statement of Tertiary Education Priorities	
TEC	Tertiary Education Commission	<a href="http://www.tec.govt.nz">www.tec.govt.nz</a>
TEIs	Tertiary Education Institutions	
Tertiary	After secondary school. The third level of New Zealand's Education System	
TES	Tertiary Education Strategy	<a href="http://www.tec.govt.nz">www.tec.govt.nz</a>
TOEFL	Test of English as a Foreign Language	
TVET	Technical and Vocational Education and Training	
UE	University Entrance	
Wānanga	A type of publicly owned tertiary institution that provides education in a Māori cultural context	
Wharekura	Māori medium Secondary School	

### More education system information on the web

Career Services	<a href="http://www.careerservices.govt.nz">www.careerservices.govt.nz</a>
Education Counts (research)	<a href="http://www.educationcounts.edentre.govt.nz">www.educationcounts.edentre.govt.nz</a>
New Zealand Educated (providers and courses)	<a href="http://www.newzealandeducated.com">www.newzealandeducated.com</a>

### Want to teach in NZ?

Teach NZ	<a href="http://www.teachnz.govt.nz">www.teachnz.govt.nz</a>
Teachers Council	<a href="http://www.teacherscouncil.govt.nz">www.teacherscouncil.govt.nz</a>

### Want to study in New Zealand? Look at these:

New Zealand Educated	<a href="http://www.newzealandeducated.com">www.newzealandeducated.com</a>
New Zealand Immigration	<a href="http://www.immigration.govt.nz/study">www.immigration.govt.nz/study</a>

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