

Briefing to the Incoming Minister of Education

October 2017

Qualify for the Future World: Kia Noho Takatū ki tō Āmua Ao!

Introduction

This briefing is in **three** parts:

Part I provides an overview of NZQA's role and context.

Part II provides an overview of our strategic priorities.

Part III outlines matters for your attention over the coming months.

Included in the pack are current published key documents.

PART I: About NZQA

Our purpose

NZQA has a unique role to ensure New Zealand's qualifications system works for New Zealand learners and employers. Our job is to make sure the system is structured to provide learners with the pathways to the skills and knowledge needed to contribute to their individual wellbeing and to New Zealand's societal and economic aims.

The outcome sought through the services provided by NZQA is that New Zealand qualifications are regarded as credible and robust, nationally and internationally, so that New Zealanders can succeed in their chosen endeavours. Learners, whānau, teachers, educators, iwi and industry – all depend on NZQA to support their aims through:

- managing and leading improvements to the New Zealand Qualifications Framework (NZQF)
- administering the secondary school assessment system (NCEA)
- independent quality assurance of non-university tertiary education organisations
- qualifications recognition and standard-setting for some specified unit standards.

NZQA provides thought leadership to ensure these services are fit for purpose in the global digital and connected world of the 21st century. We have termed this our “**Future State**” work.

Our mandate

NZQA is a Crown entity established in 1990 under the Education Act (1989). Section 246A of the Act sets out our functions, key among which relate to our obligation to maintain the Qualifications Framework and Standards, and to support international transferability of qualifications.

The Crown entity accountability system comprises Ministers, entities and monitoring agencies. Responsibilities for each of these roles are set out in the Crown Entities Act 2004, the Education Act 1989 and the Public Finance Act 1989. The State Services Commission has issued guidance on operation of the system, *It Takes Three: Operating Expectations Framework for Statutory Crown Entities*.

Crown entities operate at arm's length from Ministers and Government departments and are expected to observe the 'no surprises' convention in their dealings with the responsible Minister and their advisors. Crown entities are also required to report on performance to Parliament and to appear before Select Committees.

The Ministry of Education is the Crown's monitoring agency for NZQA. The Ministry provides independent assessments of the governance and performance of NZQA to the Minister of Education.

New Zealand Qualifications Framework

The New Zealand Qualifications Framework (NZQF) was established in its current form in 2010 and is the definitive source for accurate and current information on quality assured qualifications in New Zealand. It is administered by NZQA and based on clear learning outcomes at all levels. All quality assured qualifications – both secondary and tertiary – are listed on the NZQF.

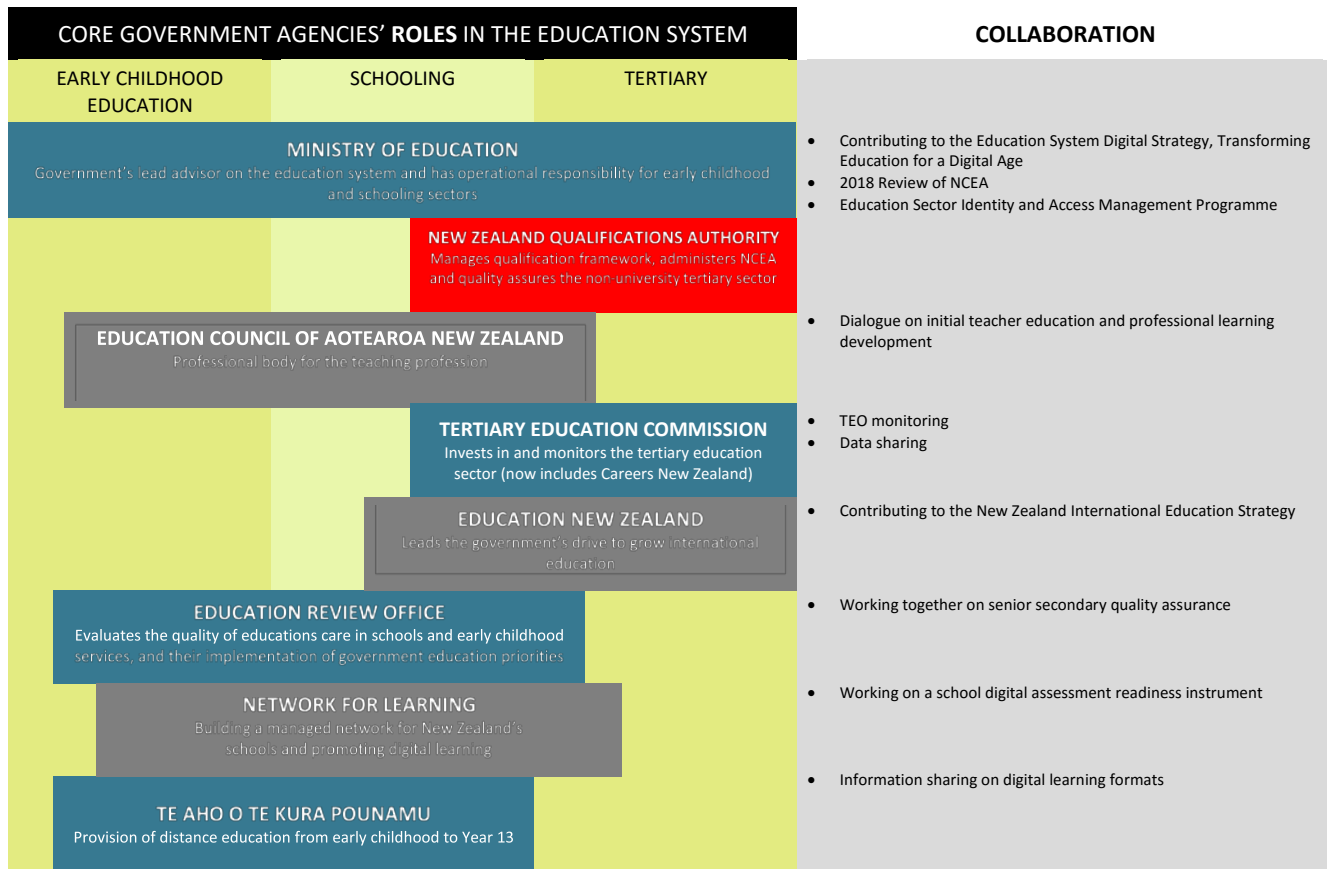
We plan to review the NZQF in 2018 to ensure that it remains relevant and serves the future needs of stakeholders.

Basic facts for 2017/18

- 167,000 students entered into standards contributing to NCEA or New Zealand Scholarship
- 9,700 students entered for New Zealand Scholarship (18,000 entries)
- 119 examination sessions across over 400 examination centres
- 10,000 students will receive accessibility support
- 100,000+ samples of student work moderated (NCEA)
- 130-170 Managing National Assessment (MNA) reviews undertaken
- 112 schools participating in Trials of digital assessment
- 56 schools planning to participate in Pilots for digital assessment
- 8,500 unique students undertaking one or more Trial
- Over 5,000 unique students undertaking one or more Pilot
- 14-18,000 international qualifications for assessment
- Approximately 500 non-university tertiary education organisations (TEOs) monitored
- 3,200+ applications expected for quality assurance of non-university tertiary programmes and services
- 120 External Evaluation and Reviews of TEOs
- 3 micro-credential pilots to test new formats for recognition of learning.

Our fit within the education sector

NZQA is one of eight state-sector education agencies that work collaboratively towards the Government’s vision of a world-leading education system that is available to all New Zealanders to gain the knowledge, skills and values to be successful citizens in the 21st century. The diagram below illustrates the roles of these agencies.



The Chief Executives of these agencies form the Education Sector Stewardship Forum. The Forum has prepared a sector Briefing for the Incoming Minister, which is attached.

NZQA is working with the other sector agencies and contributing to the Education System Digital Strategy, *Transforming Education for a Digital Age*, which aims to transform education for the digital age.

How we operate

As a Crown entity, NZQA is governed by a board appointed by and accountable to the Minister of Education. The board represents industry, community and education interests (see Appendix A for short biographies of our board members).

Our Strategic Management Team provides leadership and advice, and is responsible for the performance and deliverables of the organisation (see Appendix B for a contact list).

We are organised into three divisions and three offices:

- **Assessment Division:** Independent external assessment and support for and quality assurance of internal assessment for NCEA, delivery of NZ Scholarship examinations recognition of international qualifications, and other associated services and activities.
- **Quality Assurance Division:** Administration of the New Zealand Qualifications Framework and development and quality assurance of associated rules, accreditation and registrations for the tertiary education system.
- **Strategic and Corporate Services Division:** Finance, information services, people and capability, planning and performance, administration and strategic programmes.
- **Office of the Chief Executive:** support to Chief Executive and Board, communications, ministerial liaison.
- **Office of the Deputy Chief Executive Māori and Pasifika:** Strategic programmes, relationships with Māori/Iwi and Pasifika.
- **Digital Assessment Transformation:** oversight of NZQA's work to transform NCEA assessment. Responsible for "NCEA online"

NZQA has a staff establishment of 450, with many more contracted and employed for the annual external examination process (around 450 in examination development, 5,100 examination centre staff, and 1,700 markers) and the external moderation activities (around 200 contracted moderators). We also call on the expertise of a number of external advisory groups to ensure that we take technical, sectoral and Māori perspectives into account as we plan and carry out our work.

NZQA's annual expenditure is around \$85 million; we receive approximately half of our revenue from the Crown and the remainder from third parties.

Key documents

We have attached the following documents to this briefing to provide you more information:

- Education System Overview BIM 2017 (A3)
- Statement of Intent 2016/17 – 2019/20
- Statement of Performance Expectations 2017/2018
- Annual Report 2016/17
- The New Zealand Qualifications Framework
- Te Kōkiritanga – NZQA Māori Strategic Action Plan 2017—2020
- Takiala Pasifika – NZQA Pasifika Action Plan 2017—2020
- Digital Transformation in Schools information sheet.

PART II: Our Strategic Priorities

Context

New Zealand's education system operates in an increasingly digital, global and connected world.

In the classroom, there is increasing evidence that continuous access to a digital device, when properly implemented in technologically enabled schools by well-prepared and well-led teachers, has a positive impact on educational outcomes. Digital technology also enables personalised pathways of learning, which will have a positive impact on equity of educational outcomes for Māori and Pasifika students.

Connectivity between compulsory schooling and post-school learning environments is important. Tertiary learning has to be fit for purpose in a modern employment world.

Our vision and goals

NZQA's strategic intentions are set out in our Statement of Intent (SOI) 2016/17 – 2020/21 and Statement of Performance Expectations (SPE) 2016/17.

Our vision is that learners **Qualify for the Future World** – *Kia noho takatū ki tō āmua ao!* To deliver on this vision, NZQA has set three ambitious goals to achieve by 2020:

- NCEA examinations online, where appropriate, and eventually available at any time
- Qualification recognition arrangements with at least 50 countries (increase from 37)
- Partner with education system agencies to support a 50 percent increase in Māori and Pasifika student achievement at NCEA Level 3, in one or more standards in STEM (science, technology, engineering, and mathematics) subjects.

These three goals give a sharp focus to our broader thought leadership Future State programme. Future State is focused on ensuring that NZQA's services are fit for purpose to meet the current and future needs of learners, education providers, employers and society in a world that is increasingly global, digital and connected. The nature and type of employment is expected to shift dramatically in the coming years. On average, by 2020, more than a third of the desired core set skills of most occupations will be comprised of 21st century skills¹ that are not yet considered crucial to the job today. 46 percent of jobs are at risk of computerisation and automation over the next 20 years. We need to support teaching institutions to prepare for a job environment that will require frequent upskilling and adaptability.

Our SOI outlines three key achievement aims:

- New Zealand's qualifications meet the needs of learners and employers, and enhance New Zealand's social and economic outcomes
- Trust and confidence in robust secondary level assessment
- Trust and confidence in education outcomes for the non-university tertiary education sector.

¹ In 2015, the World Economic Forum concluded a multi-year study initiative entitled "New Vision for Education". They examined global skills gaps and defined the 16 most critical 21st century skills. These included foundation core skills (literacy, numeracy, scientific literacy, ICT literacy, financial literacy, and cultural and civic literacy) as well as critical thinking/problem solving, creativity, communication and collaboration. They placed value on the attributes of curiosity, initiative, persistence/grit, adaptability, leadership, and social and cultural awareness. In particular, they found digitally enabled pedagogy can complement existing and emerging pedagogical approaches such as project based, experiential inquiry based and adaptive learning methods and be uniquely deployed to facilitate the teaching of 21st century learning skills required by employers.

Our performance framework

The table below summarises our performance framework, which is designed to achieve these aims.

Achievement Aims	Objectives	How we are delivering
1. New Zealand's qualifications meet the needs of learners and employers and enhance New Zealand's social and economic outcomes	Qualifications	
	<ul style="list-style-type: none"> Ensuring New Zealand's qualifications respond to the changing needs of learners and support New Zealand's social and economic outcomes 	<p>Strategic: We are planning to address the growing focus on 'Micro-credentials' – smaller but recognisable skillsets needed by industry – and a growing emphasis on employability skills.</p> <p>We are working with the MoE on the 2018 review of NCEA. NCEA sits at the first three levels of the qualifications framework. All qualifications listed on NZQF must be regularly reviewed to ensure that they remain useful and relevant and continue to meet the needs of stakeholders.</p>
	<ul style="list-style-type: none"> Providing easy access to a record of the learning an individual has achieved 	<p>BAU²: The New Zealand Record of Achievement (NZRoA) captures all qualifications achieved across the 10 levels of the NZQF</p>
	<ul style="list-style-type: none"> Recognising qualifications gained overseas 	<p>BAU: Overseas qualification holders can apply to have their qualifications evaluated against the NZQF for a fee. This supports global student and labour mobility. We estimate evaluating 14-18,000 international qualifications in 2017/18.</p>
2. Trust and confidence in education outcomes for non-university tertiary education	Quality assurance	
	<ul style="list-style-type: none"> The Quality Assurance Framework 	<p>Strategic: We are working on initiatives to respond to changing needs and to continue to maintain the reputation of New Zealand as a high-quality modern education destination.</p>
	<ul style="list-style-type: none"> Quality assuring education outcomes in the non-university tertiary sector 	<p>BAU: Our Quality Assurance function includes:</p> <ul style="list-style-type: none"> quality assurance of TEO entry and maintenance into the system making of Rules for quality assurance of TEOs (this may include Rules that apply to universities as well as the non-university tertiary education sector).

² BAU: Business as usual

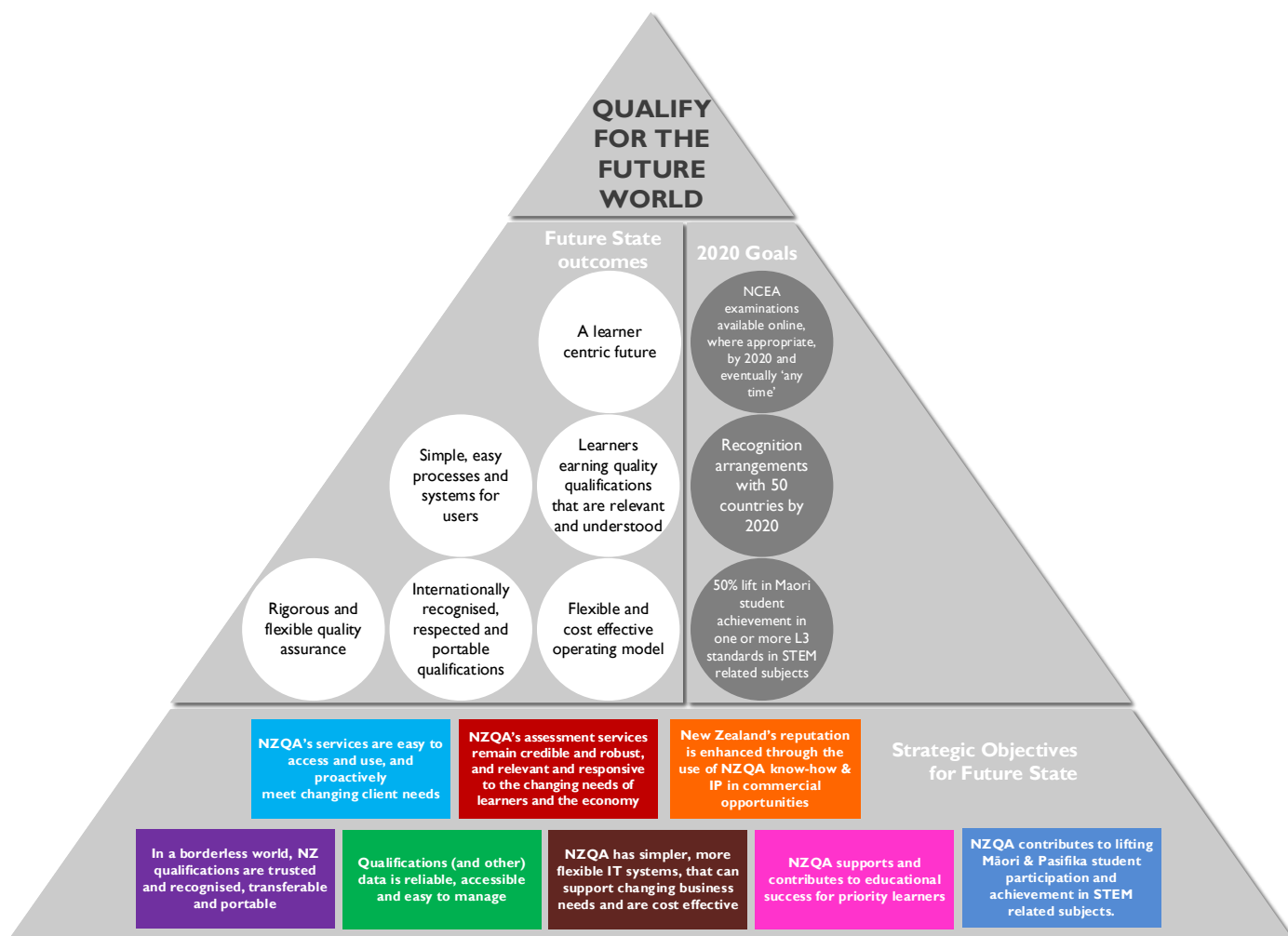
Achievement Aims	Objectives	How we are delivering
	<ul style="list-style-type: none"> Actively monitoring education outcomes in the non-university tertiary sector 	<p>BAU: We carry out regular Education Review Reports (EER) and compliance monitoring and sanctions, and consistency reviews of graduate outcomes across TEOs.</p>
	<ul style="list-style-type: none"> Actively monitoring pastoral care of international students 	<p>BAU: We work closely with the MoE, the Education Review Office (ERO) and Universities NZ to give effect to our role to monitor over 1000 signatories to the Education (Pastoral Care of International Students) Code of Practice 2016 which aims to ensure that international students (at primary, secondary and tertiary level) in New Zealand are well informed, properly cared for and safe.</p>
<p>3. Trust and confidence in robust secondary school level assessment.</p>	<p>Assessment</p> <ul style="list-style-type: none"> Actively monitoring NCEA education outcomes Moving to online delivery of moderator services Moderating teacher assessment practices Delivering robust senior secondary (NCEA and scholarship) external examinations 	<p>BAU: NZQA ensures the reliability of NCEA internal assessments through a range of external and internal quality assurance processes.</p> <p>NZQA conducts ‘Managing National Assessment’ (MNA) reviews of schools to evaluate their NCEA assessment practices of internally assessed work. The MNA review checks that the school maintains effective assessment systems and that these ensure valid internal assessment for national qualifications. These judgements are publically available and are used by ERO to inform an overall assessment of a school’s performance. MNA results inform how regularly reviews are conducted within a cycle range of between one and four years. NZQA expects the majority of schools to be on a cycle of three years or four years.</p> <p>Strategic: to support secondary schools and TEOs to manage their moderation plans, submit internally assessed materials for external moderation, and submit queries and appeals online. Most providers will be online by the end of 2017.</p> <p>BAU: Schools are required to have a robust process to ensure that the grades they award have been checked against the standard. NZQA externally moderates a sample of approximately 100,000 schools’ internal assessments to monitor the accuracy and consistency of teachers’ judgements.</p> <p>BAU: Approximately 143,000 students are entered to sit NCEA and New Zealand Scholarship external examinations this year. NZQA will manage 119 examination sessions across just over 400 examination centres and over one million examination scripts.</p> <p>NZQA’s robust administration of New Zealand’s senior secondary qualification, NCEA, is critical to achieving high quality external assessment in New Zealand.</p>

Achievement Aims	Objectives	How we are delivering
	<ul style="list-style-type: none"> Moving to online delivery of assessment services including external assessments 	<p>Strategic: We conducted Trials (results did not count toward NCEA) for ten subjects and Pilots (results did count toward NCEA) for Level 1 examinations in 2016. This was funded from our balance sheet. This work followed on from, and was informed by, Trials and Pilots undertaken in 2014 and 2015.</p> <p>In 2017 we are continuing with the Trials and Pilots programme, again, funded from our balance sheet. There are over 20,000 candidate entries for Digital Trials and Pilots from over 100 schools and kura.</p> <p>A cash injection of \$2.9 million for FY 2017/18 is supporting further Trials and Pilots as well as progressing <i>NCEA Online Transforming Assessment for Learners</i>. Informed by earlier work, this programme is now at the formal stage of development of a business case and options for solutions.</p>
	<ul style="list-style-type: none"> Enhancing Special Assessment Conditions (SAC) 	<p>Strategic: SAC supports students with a sensory, physical or medical condition or specific learning disorder to be fairly assessed. SAC support is used by students during both internal and external assessment and can include a reader/writer, separate accommodation, enlarged or braille papers, rest breaks or extra time.</p> <p>NCEA Online will enable a number of special assessment conditions to be provided for without students having to specifically apply for them.</p> <p>NZQA's role is to manage the SAC application process and to provide the information and supporting processes to enable schools to make applications for students.</p> <p>NZQA will continue to focus on supporting low decile schools to ensure that students in these schools have the same level of access as students in other schools.</p>
	<ul style="list-style-type: none"> Supporting parents, whānau, employers and the community to better understand NCEA 	<p>Strategic: NZQA's work includes initiatives that aim to support the acceleration of the educational achievement of Māori and Pasifika. Two key initiatives are the workshop-based programmes, <i>NCEA and the Whānau</i> and <i>NCEA ma le Pasifika</i>. These programmes provide information about NCEA to parents and whānau. They promote the need to choose those subjects and standards that are aligned with students' career interests to give them the best pathway into tertiary education.</p>
	<ul style="list-style-type: none"> Working with others to lift Māori and Pasifika achievement in STEM and related NCEA subjects 	<p>Strategic: We have recently updated our Māori and Pasifika strategic plans:</p> <ul style="list-style-type: none"> Te Kōkiritanga – NZQA Māori Strategic Action Plan 2017—2020 Takiala Pasifika – NZQA Pasifika Action Plan 2017—2020.

Preparing for the future: key programmes

Future State programme

Our Future State programme supports our 2020 vision and goals. This is a strategic investment for the education system, particularly the transformation to digital assessment, which means students are better prepared for tertiary learning and employment. The following diagram illustrates what is guiding NZQA as we move towards a future state.



We have also identified outcomes resulting from Future State for our key stakeholders below:

EMPLOYERS	COMMUNITY (including iwi and parents)	LEARNERS	SCHOOLS	TERTIARY PROVIDERS
<ul style="list-style-type: none"> Employers are confident employees have the skills and attributes to meet their needs Employers are able to influence qualification and programme design, development and delivery Employers have confidence in the International qualifications of their employees 	<ul style="list-style-type: none"> Communities understand and have confidence in NCEA as a robust and flexible qualification Parents, whānau and iwi support students' learning and achievement Communities benefit from lifelong learners who have the skills and attributes to be effective citizens of the 21st century Communities understand that modern digital technologies mean that jobs will change and life-long learning is imperative. 	<ul style="list-style-type: none"> Learners have the skills, knowledge and attributes to be successful life-long learners Learners have greater choice and personalised learning pathways, with better access to information and resources to plan their learning Learners have evidence of their achievement through the New Zealand Record of Achievement, a comprehensive digital record accessed anytime, anywhere Learners have credible, relevant qualifications, badges or microcredentials that improve their employability nationally and internationally. 	<ul style="list-style-type: none"> Digital Tools and services are an integral support for teaching and learning, complimented by effective digital assessment and moderation processes Teachers are able to personalise learning and assessment for each of their learners Schools have better access to information and data analytics to support positive learning outcomes. 	<ul style="list-style-type: none"> Tertiary organisations are supported by world class quality assurance systems that allow them to develop and implement their own modernisation and improvement strategies Educators, leaders and administrators have better access to quality information and data analytics to support positive learning outcomes Providers increasingly access NZQA information and services digitally.

Our Digital Assessment project is our key contribution the *Education Sector Digital Strategy*, which aims to transform education for the digital age. Modern, digital, and new forms of education will be supported through common infrastructure, tools and information flows that put the learner at the centre. NZQA is working closely with Ministry and other sector agencies on the Strategic Business Case for the *Education Sector Digital Strategy*.

Accelerating Māori and Pasifika learner success

New Zealand's education system is committed to accelerating Māori and Pasifika educational achievement. Our *Te Kōkiritanga – Māori Strategic Plan Action 2017—2020* and *Takiala Pasifika 2017—2020* are aligned to *Ka Hikitia Accelerating Success 2013—2017*, *Tau Mai Te Reo – the Māori language in Education Strategy 2013—2017* and the *Pasifika Education Plan 2013—2017*. We collaborate and partner with other agencies across the education sector to make the most of every opportunity to accelerate success for Māori and Pasifika learners, and ensure the system works for them.

NZQA contributes to improvements in the education system performance through our flagship information programmes *NCEA and the Whānau* and *NCEA ma le Pasifika*. For seven years these programmes have provided workshops and useful resources to thousands of parents and whānau to support their children for NCEA success. Recently, the importance of STEM subjects has been integrated into the key messaging for the programme.

PART III: Our focus for the next three months

Area	Summary	Timeframe
NCEA	167,000 students entered into standards contributing to NCEA or New Zealand Scholarship	<p>Internal assessment:</p> <ul style="list-style-type: none"> Results from internal assessment must be reported to NZQA by 1 Dec 2017 <p>Portfolios for external assessment:</p> <ul style="list-style-type: none"> Submission by 18 Oct – 1 Nov 2017 Verification and marking to 27 December <p>External assessment:</p> <ul style="list-style-type: none"> Examinations 9 Nov – 1 Dec 2017 Marking until 22 Dec 2017 <p>Results (including University Entrance) announced by the third week in January 2018</p>
New Zealand Scholarship examinations	Approx. 9,700 students entering for NZ Scholarship (the vast majority are also entered into NCEA).	Examinations 9 Nov – 1 Dec 2017 Results announced second week in February 2018

Area	Summary	Timeframe
NCEA Online: Digital Assessment Transformation	2017 Digital Trials and Pilots.	Schools undertaking Trials of 15 subjects: 11 Sep – 27 Oct 2017 Schools undertaking Pilots of 3 Level 1 and 3 Level 2 subjects: 9 Nov – 1 Dec 2017
The 2017 result release dates are expected to be finalised by October 2017. You will be provided with a joint NZQA and Ministry of Education briefing on the 2017 provisional NCEA and New Zealand Scholarship results at the time of the NCEA results release to students.		
Special Assessment Conditions (SAC)	Approx. 10,000 students with accessibility needs will receive support through SAC this year.	Applications from schools for 2018 will commence in October 2017
Process to maintain approved subjects lists for University Entrance	NZQA's 2016-17 review of University Entrance requirements identified that the requirements were fit for purpose and there would be no changes at this time. The review also identified that there is a need for a clear process for maintenance and review of approved subject list. We have worked with Universities NZ to develop a draft process and criteria to formalise the review process.	Consultation with universities, Universities NZ, schools and key stakeholders 11 Sep – 20 Oct 2017 Communication of outcomes mid-November 2017
Review of standards that meet the University Entrance literacy requirement	The review also identified the need for a review of the list of standards that can be used to meet the literacy requirement. We have commenced work on this with a small panel of literacy experts.	Consultation with universities and Universities NZ, schools and other stakeholders on any changes late 2017 Communication of outcomes early 2018
NCEA Online: Transforming Assessment for Learners	Closed RFP for an assessment solution design, operating model development, a Detailed Business Case and the initial planning for 2018 Digital Trials and Pilots.	Last quarter of 2017 calendar year
Risks in international education provision	NZQA actively manages risks associated with variable quality among a small number of tertiary international education providers. 40-45 investigations are underway at any time relating to range of concerns, and levels of significance, from minor to major. When required, NZQA uses its statutory powers to minimise any impact on students.	Ongoing You will be briefed regularly on this programme of work

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Area	Summary	Timeframe
Review of tertiary evaluation indicators	NZQA is revising the tertiary evaluation indicators in partnership with the tertiary education sector, including universities. The indicators outline what the evidence of good performance looks like during an External Evaluation and Review, in relation to learner achievement, learner and stakeholder outcomes, quality learning and teaching processes and activities, assessment, governance and management, and compliance matters. The sector has been consulted on the revised indicators and their feedback is being considered.	The revised indicators will be published to an enhanced webtool by late November 2017.
Management of education agents	As Administrator for the Education (Pastoral Care of International Students) Code of Practice 2016, NZQA has taken action to improve education agent management by signatories, including issuing a warning letter, jointly with Immigration New Zealand, to 38 TEOs (including 2 Institutes of Technology and Polytechnics and 36 Private Training Establishments) with high visa decline rates, requesting them to lift their visa approval rate by the end of 2017. NZQA is also currently leading a project with sector representatives and government agencies to develop a new resource to assist signatories to meet the Code requirements for managing and monitoring their agents.	Ongoing

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Introduction of a micro-credential system	NZQA is developing rules and guidelines to support approval and accreditation for micro-credentials	Subject to Ministerial and NZQA Board support, the new system would be operational from July 2018.
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Ongoing work with the Ministry of Education

NZQA is working closely with the Ministry of Education on a range of other policy and operational developments, including:

- the Education System Digital Strategy case for investment – Transforming Education for the Digital Age
- the 2018 review of NCEA (led by the Ministry)
- including digital technologies in the NZ curriculum
- secondary teachers workload implementation plan.

Appendix A: Current Board members

Sue Suckling - Board Chair

Sue Suckling is a Fellow of the NZ Institute of Directors with over 20 years' experience covering sectors spanning: agriculture, international marketing, electricity, education, health, banking, science and technology, manufacturing, education, service sectors, communications and government. She is currently the Chair of Jade Software Corporation, ECL Group, Jacobsen Holdings Ltd and Callaghan Innovation; a director of Sky City Entertainment Group; Managing Director of Sue Suckling Limited; and a member of the Takeovers Panel. Previously, Sue has been Chair of NIWA and AgriQuality NZ, Director and Deputy Chair of GNS, and a director of Antarctica NZ. In 1996 she was awarded an OBE for her contribution to New Zealand, in 2011 was made a Companion of the Royal Society of New Zealand and in April 2015 was awarded an Honorary Doctorate of Science, from Lincoln University.



Board term commenced: 1 April 2006. Expires: 26 August 2018.

Andrew McKenzie

Andrew worked in veterinary public health for the New Zealand Government after graduating in 1971. During his career Andrew managed MAF's Regulatory Authority before setting up and leading the integrated food safety agency 'New Zealand Food Safety Authority' (NZFSA) which brought together the food safety controls covering primary production and exports with food for sale on the domestic market. A key function of the Authority was developing regulatory controls covering both domestic and international food safety and trade at the bilateral and multilateral level and verification within New Zealand that requirements had been met resulting in official assurances to that effect.



Andrew now operates as a consultant and has a continuing interest in management and governance as well as contemporary regulatory approaches to food safety/quality and trade standards and their implementation.

Board term commenced: 2 July 2012. Expires 26 August 2018.

Neil Quigley

Neil Quigley is the Vice-Chancellor at the University of Waikato. He was a Professor of Economics and Deputy Vice-Chancellor (Research) at Victoria University of Wellington prior to this. He completed his BA and MA at the University of Canterbury before completing a PhD at the University of Toronto. He serves on the boards of a number of educational organisations and companies, including being Chair of the Board of Trustees of Wellington College. Neil's research interests are in applied finance, industrial organisation, and the boundaries between law and economics. His most recent work has been on the pricing of real estate leases, and compensation for takings of property rights. Neil is also the Chair of the Reserve Bank.



Board term commenced: 1 November 2010. Expires 26 August 2018.

Murray Strong

Murray Strong is an independent Chairman and professional director, and a Chartered member of the Institute of Directors of New Zealand. He currently holds governance and advisory roles in both the public and private sector including CERA, the Ministry of Education and the TSB Trust and is actively involved in the Christchurch rebuild. He has held a variety of Crown appointed senior roles, including Crown Commissioner, over the last 15 years. He has worked in governance and senior management roles across the education, aviation, professional services, tourism and sport sectors.



Board term commenced: 1 November 2010. Expires 26 August 2018.

Kate Shevland

Kate Shevland has been Principal of Orewa College for twenty years and has strong links across the education sector. She is currently on the Executive of the Auckland Secondary Principals Association and on the Board of Pathways to Employment Trust and NEAL. She has previously been on the Board of Rodney economic Development Trust, ASSHA, Harbour Sport, Chair of North Shore Secondary Principals group and on many local educational advisory committees. She was on the Ministerial reference group for the RTLB review and the Twenty First Century Learning reference group. She is a strong advocate for relevant future focussed learning, responsive to student and societal needs.



Board term commenced: 26 August 2015. Expires 26 August 2018.

Mary Chamberlain

Mary is a successful leader of educational reform. From 2001—2011 she led a large team in the New Zealand Ministry of Education to design strategies to improve teaching, learning and student outcomes. From 2004-2007 she led the development of the New Zealand Curriculum for primary and secondary schools and the design of National Standards in literacy and numeracy from 2010-2012. Mary is currently a director of an independent consultancy company, Evaluation Associates Ltd.



Mary has in-depth knowledge and up-to-date experience in designing strategies to bring about effective change in education. She holds an Executive Masters degree in Public Administration and in 2012 she became a Member of the New Zealand Order of Merit for her services to education.

Board term commenced: 13 September 2016. Expires 13 September 2019.

Antony Royal

Ngāti Tamaterā, Ngāti Raukawa, Ngā Puhi

Antony has worked in the ICT sector for more than 20 years, both in the government and private sectors, on diverse projects, including with government ministries in finance, health, and education. He has worked as Information Systems Manager for Te Puni Kokiri, Systems Architect for development of Health Informatics and payment processing systems and as Regional IS Manager, Global



Infrastructure Manager and Web Development Manager for NZ Dairy Board (Fonterra). Since 1989, he has tutored at Te Wānanga o Raukawa, and has led a number of technology based educational initiatives.

Antony is the Chair of Ngā Pu Waea, the Māori National Broadband Working Group reporting to the Minister of Māori Affairs and the Minister of Telecommunications. Ngā Pu Waea is particularly interested in developing skills and employment opportunities for Māori in the Telecommunications Sector.

Previously Antony has sat on the board of 2degrees Mobile Ltd and currently sits on the Council of Whitireia and Weltec Polytechnic's. Antony has long had an interest in economic development, particularly in the technology sector.

Board term commenced: 13 September 2016. Expires 13 September 2019.

Justine Munro

Justine is the Co-Founder and Director of the 21C Skills Lab, and is a director of Z Energy and Simplicity Charitable Trust. She was previously the Director of the Champions for Change, a group of 50 NZ CEOs and Chairs committed to advancing diversity and inclusion, and Executive Director of Education at Social Ventures Australia.



Justine has led or helped establish a number of organisations including the Springboard Trust, Starpath, NZ Centre for Social Innovation, Global Women, DiverseNZ, the Champions for Change, TupuToa, and the Well Foundation. She has sat on or chaired a number of non-profit boards including TupuToa, Teach First NZ, the Akina Foundation and the Well Foundation. She is a former McKinsey & Company consultant, lawyer specialising in indigenous issues and Rhodes Scholar.

Board term commenced: 28 June 2017. Expires 26 August 2019