

Working Paper 2022/06

Strategy Maps

Copies of All Strategy Maps found in Government
Department Strategies in Operation as at
31 December 2021

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2021 GDS Index publication series

| Title in 2021 GDS series | Type of publication | Title of publication |
|----------------------------|---------------------|---|
| 2021 GDS Index Handbook | GDS Index Handbook | <i>2021 Government Department Strategies Index Handbook – He Puna Rautaki</i> |
| Methodology | Working Paper | <i>Working Paper 2022/01 – Methodology for the 2021 Government Department Strategies Index</i> |
| Lists of GDSs | Working Paper | <i>Working Paper 2022/02 – Complete Lists of Government Department Strategies Between 1 July 1994 and 31 December 2021</i> |
| Scoring | Working Paper | <i>Working Paper 2022/03 – Scoring Tables Collating and Ranking Government Department Strategies in Operation as at 31 December 2021</i> |
| Analysis | Working Paper | <i>Working Paper 2022/04 – Analysis of Government Department Strategies Between 1 July 1994 and 31 December 2021</i> |
| Best Practice | Working Paper | <i>Working Paper 2022/05 – Best Practice: Guidance for Policy Analysts Preparing Government Department Strategy Documents</i> |
| Strategy Maps | Working Paper | <i>Working Paper 2022/06 – Strategy Maps: Copies of All Strategy Maps found in Government Department Strategies in Operation as at 31 December 2021 (this document)</i> |
| Analysis of Climate Change | Working Paper | <i>Working Paper 2022/07 – Analysis of Climate Change in Government Department Strategies as at 31 December 2021</i> |
| Analysis of Poverty | Working Paper | <i>Working Paper 2022/08 – Analysis of Poverty in Government Department Strategies as at 31 December 2021</i> |
| Slideshare | 2021 Overview | <i>Presentation slides from the 2021 GDS Index launch</i> |

1.0 Introduction

1.1 Purpose

The purpose of this paper is to catalogue and collate all strategy maps that the Institute has identified within government department strategy (GDS) documents during research for the 2021 *GDS Index*. It is the Institute's hope that the information presented within this paper will be of interest and contribute toward a broader discussion around how to strengthen strategic capability in the public service. The Institute also hopes that, through collating the strategy maps, this paper provides a basis against which future progress can be benchmarked.

1.2 Background

The 2021 *GDS Index* aims to illustrate how Aotearoa New Zealand might strengthen government department strategies (GDSs) to be more effective, responsive, measurable, comparable and durable through public consultation, engagement and ownership. If government departments make the content of GDSs more useful, the users of these strategies will be better able to assess their quality and, where appropriate, to work with government to deliver better outcomes more cost-effectively.

Strategy maps are an extremely useful tool to quickly, affordably and effectively test GDSs. The Institute strongly advocates the use of strategy maps to communicate the government's approach to all stakeholders. Due to their visual nature, quick turnaround and endless repeatability, they are well-suited to the task of guiding complex, long-term transitions.

This working paper is part of a series of working papers as part of the McGuinness Institute's 2021 *GDS Index*. The other papers in this series are as follows:

- *Working Paper 2022/01 – Methodology for the 2021 Government Department Strategies Index*
- *Working Paper 2022/02 – Lists of Government Department Strategies Between 1 July 1994 and 31 December 2021*
- *Working Paper 2022/03 – Scoring Table: Collating and Ranking Government Department Strategies in Operation as at 31 December 2021*
- *Working Paper 2022/04 – Analysis of Government Department Strategies Between 1 July 1994 and 31 December 2021*
- *Working Paper 2022/05 – Best Practice: Guidance for Policy Analysts Preparing Government Department Strategy Documents*
- *Working Paper 2022/06 – Strategy Maps: Copies of All Strategy Maps found in Government Department Strategies in Operation as at 31 December 2021 (this document)*
- *Working Paper 2022/07 – Analysis of Climate Change in Government Department Strategies as at 31 December 2021*
- *Working Paper 2022/08 – Analysis of Poverty in Government Department Strategies as at 31 December 2021*

2.0 Methodology

2.1 Criteria

A strategy map is a map or diagram that is no larger than one or two pages. It provides ‘the visual framework for integrating the organisation’s objectives [and] illustrates the cause-and-effect relationships that link desired outcomes’.¹

2.2 Strategy map stress testing questions

In 2021, the Institute hosted a strategy mapping workshop that tested the utility of strategy and assumption mapping in improving the overall design and communication of a well-developed policy area – in this case, an emissions reduction strategy. Prior to the workshop, the Institute developed a range of questions and steps that could be used to stress test the strategy and assumption maps. These were refined during the workshop to create the following list:

- **Assumption mapping:** Have you assessed and managed each assumption in detail? For example, (i) by its magnitude (to reduce risk) and (ii) by the extent to which it is explicitly or implicitly understood (to manage risk).
- **Alignment:** Do cause-and-effect relationships exist throughout the whole strategy map? Move from the top of the strategy map to the bottom, reviewing each relationship along the way, then move back to the top again, doing the same.
- **Alternative approaches:** Cover portions of the strategy map and see if alternative/less costly/more effective themes, goals, actions or requirements exist.
- **Concise language:** Check words are precise and familiar, and sentences are short and straightforward. (Apply the ‘Write Plain Language Standard’.)
- **Clarity over what is not included:** Is it clear what the strategy is not focused on (and does that need to be specified)?
- **Indicators:** How would you know whether the strategy is working correctly?
- **Timely feedback:** How can you get fast feedback on the strategy so you can respond quickly and adjust/pivot your strategy accordingly?

Note: The workshop was not a part of the 2021 *GDS Index*, although it provided valuable methodological insights that are relevant to the development of effective strategy maps, and therefore was worth including. For more information see *Discussion paper 2021/02 – Need for speed: strategy mapping and adaptive management*.²

3.0 Observations

The following observations elaborate on the key features and strengths of strategy maps found in the GDSs that form the 2021 *GDS Index*. Examples of best practice relating to the key features and strengths of strategy maps can be found in Appendix 1, denoted by *.

The Institute has observed that, since the beginning of its analysis of GDSs, the use of strategy maps within GDS documents has increased. In the 2021 *GDS Index*, approximately 34% of GDSs (75 out of 221) included at least one strategy map. This observation led the Institute to develop the following list of key features and strengths of strategy maps:

- **Identification of goals and how they will be achieved**
Effective strategy maps succinctly state the key goal or vision of the strategy. This is often at the top of the map, communicating the overarching position of the goal, under which key priorities, objectives and action areas sit.
- **Communication of the relationship between ends and means**
A key function of strategy maps is to communicate the strategy ends, and the means to those ends.
- **Illustration of the strategic direction**
Often, strategy maps use arrows or other similar graphics to depict the strategy direction: between the current state and the desired future state.
- **Communication of strategic priorities**
This information is particularly effective in enabling a member of the public, or someone new to the strategy content area, to quickly identify what the strategic priorities are, and how they relate to the goals and objectives of the strategy.
- **Identification of action areas**
It is important to identify where attention and resources will be focused in order to achieve the strategy's goals.
- **Succinct and clear communication**
As with strategies themselves, clarity and concision are important components of a good strategy map. Overly wordy or 'busy' maps can pose a barrier to identifying or understanding key information.
- **Identification of intangible factors and department capabilities**
Discussion of intangible factors or assets available to a department in implementing a strategy is particularly effective in strategic analysis.
- **Focus on future-facing objectives**
The best practice strategy maps focus on future-facing objectives, rather than outcomes that are specifically measurable.

Appendix 1:
**Copies of all
strategy maps**

Young people—a primary focus

As we look to the future, our approach to conservation education is to focus on proactive, quality education activities with young people.

National and international research¹ shows that early contact with nature plays an important role in developing pro-environmental values and behaviours. It also shows that frequent, positive early childhood experiences with the natural world have a major impact on the healthy growth of a child’s mind, body and spirit. Research suggests that it is between the ages of 6 and 12 that a sense of ‘ecological identity’ is commonly

developed, largely as a result of significant childhood experiences in nature.

As well as this, young people have a wide span of outreach and influence in the community—across several generations, all cultures and different sectors (see Figure 1).

Our aspirational goal is that by 2030 one million conservation kids are connecting with nature and restoring New Zealand’s natural and historic heritage because they understand and value its contribution to their quality of life.

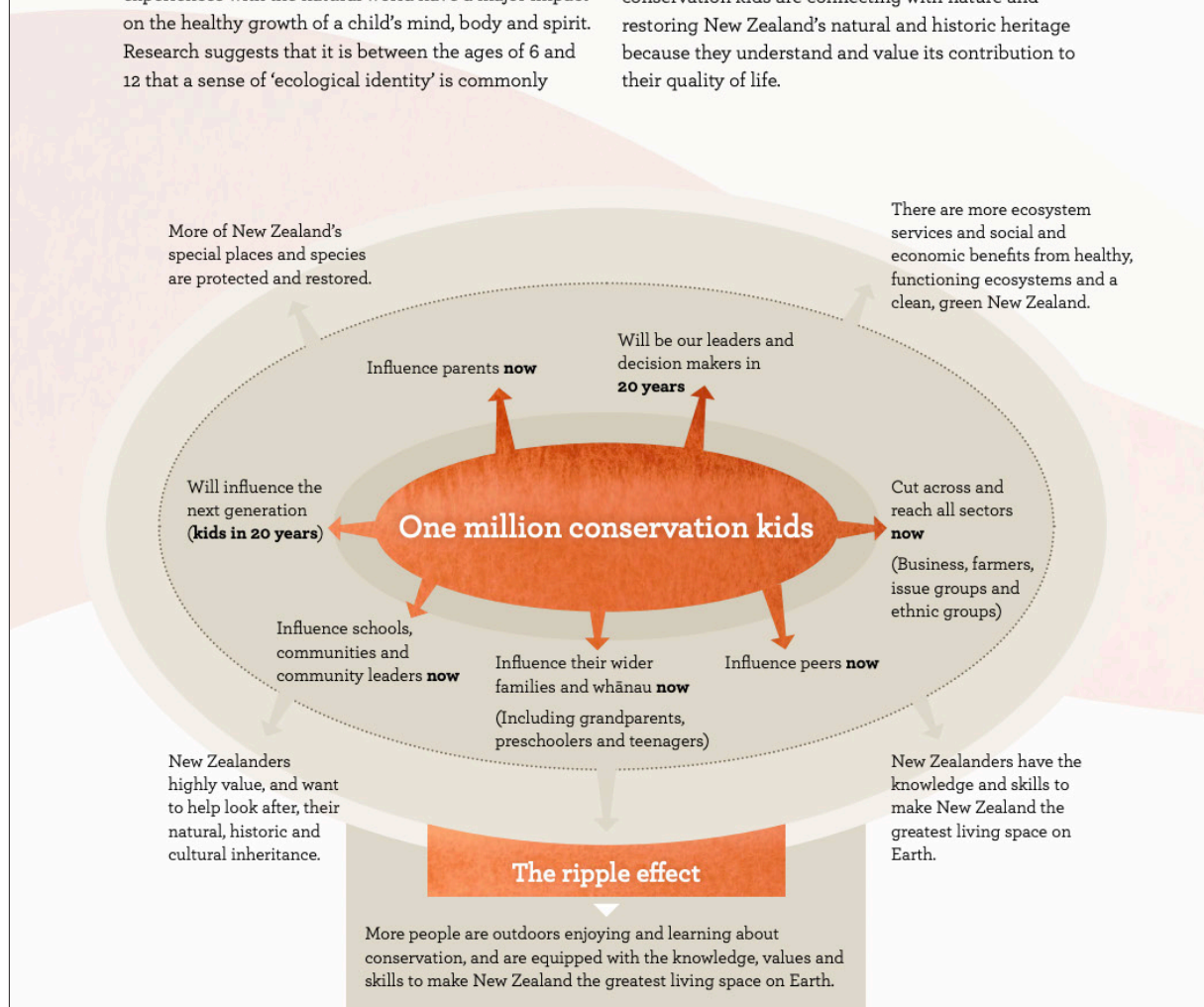


FIGURE 1. THE OUTREACH OF YOUNG PEOPLE.

¹ Department of Conservation 2011: Benefits of connecting children with nature. Department of Conservation, Wellington.

Our ambition for education



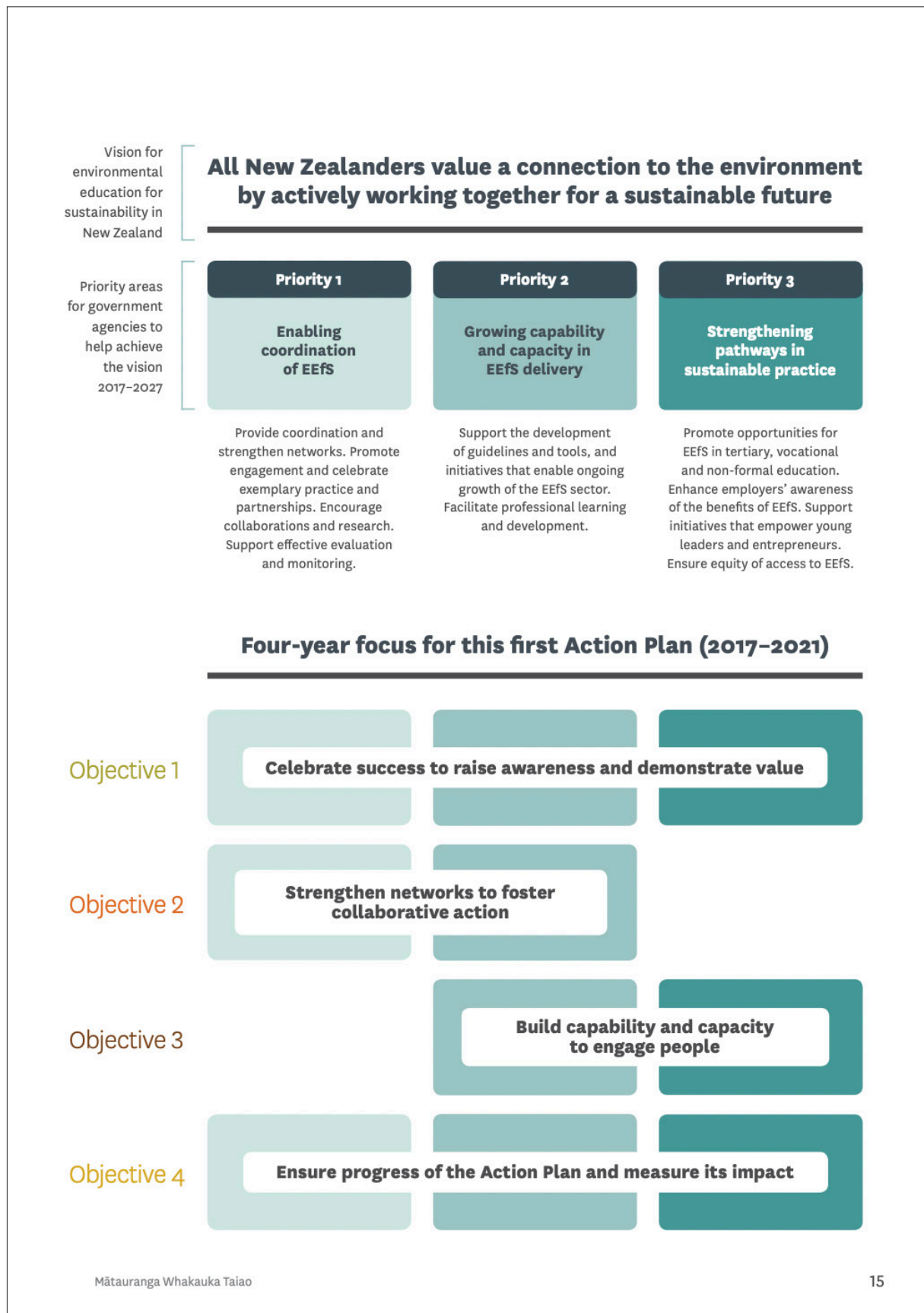
FIGURE 2. STRATEGY VISION, GOAL, OBJECTIVE AND APPROACH.

The changes we expect to see by 2030

| | |
|---|---|
| Young people (up to 20 years old) | <ul style="list-style-type: none"> • Are connected with our natural and historic heritage. • Have conservation capability—knowledge, values and skills—and are actively applying these to support, develop and sustain their actions. • Are actively initiating their own conservation opportunities and actions. • Are leading their peers, family, whānau and wider community to take action. |
| In schools and formal education settings | <p>Conservation education is being delivered:</p> <ul style="list-style-type: none"> • Widely in teaching and learning contexts to deliver the NZ curriculum in primary schools and across the early childhood sector. • In secondary schools across a wide range of curriculum subjects. • In tertiary and vocational programmes. |
| In informal learning settings | <ul style="list-style-type: none"> • Conservation education is being delivered widely in settings such as conservation sites and in volunteer and summer programme activities. |
| In the wider community | <ul style="list-style-type: none"> • Communities, including peers, family and whānau of young people, are actively participating in conservation learning opportunities and taking action. |

FIGURE 3. THE CHANGES WE EXPECT TO SEE BY 2030.





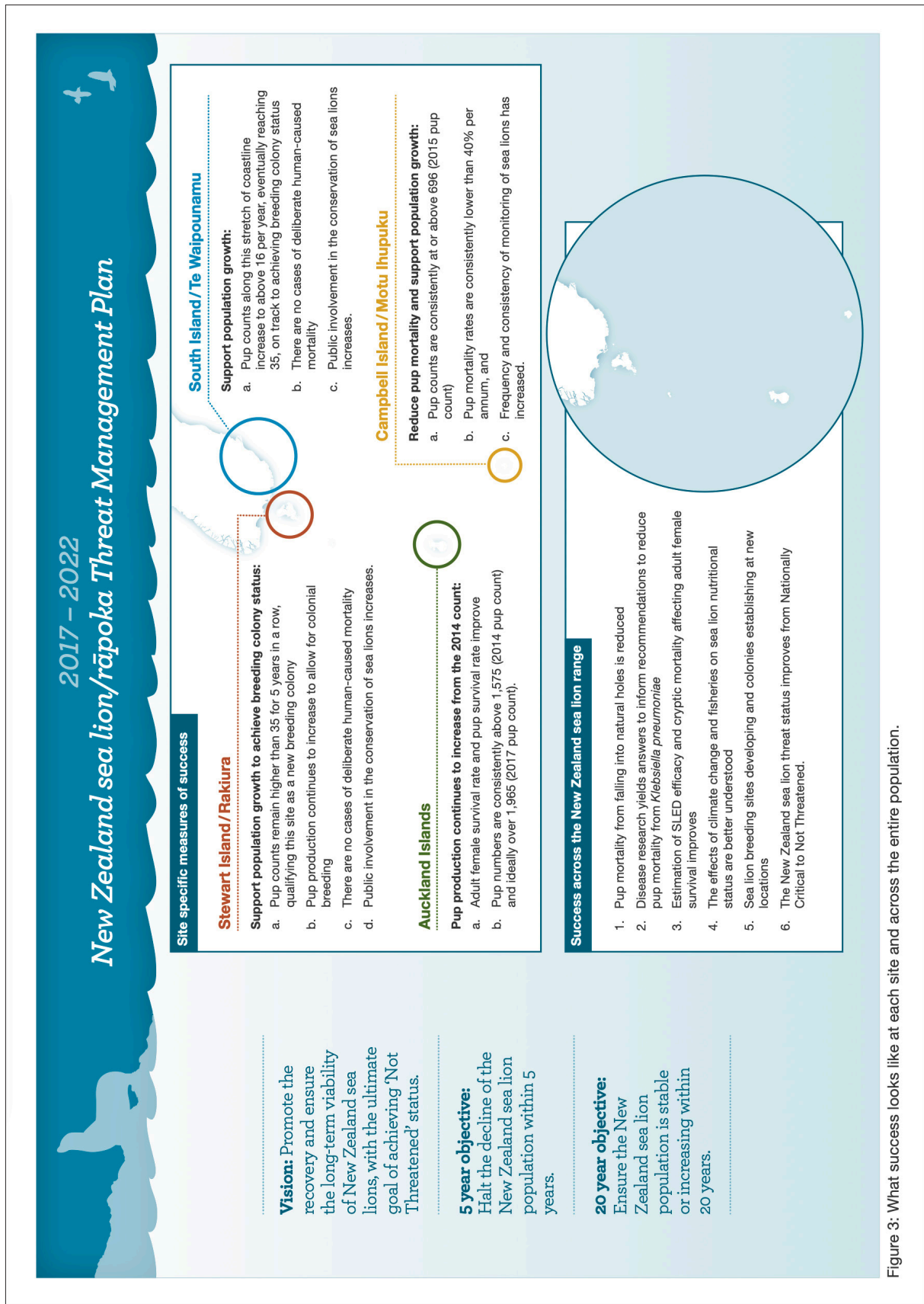


Figure 3: What success looks like at each site and across the entire population.

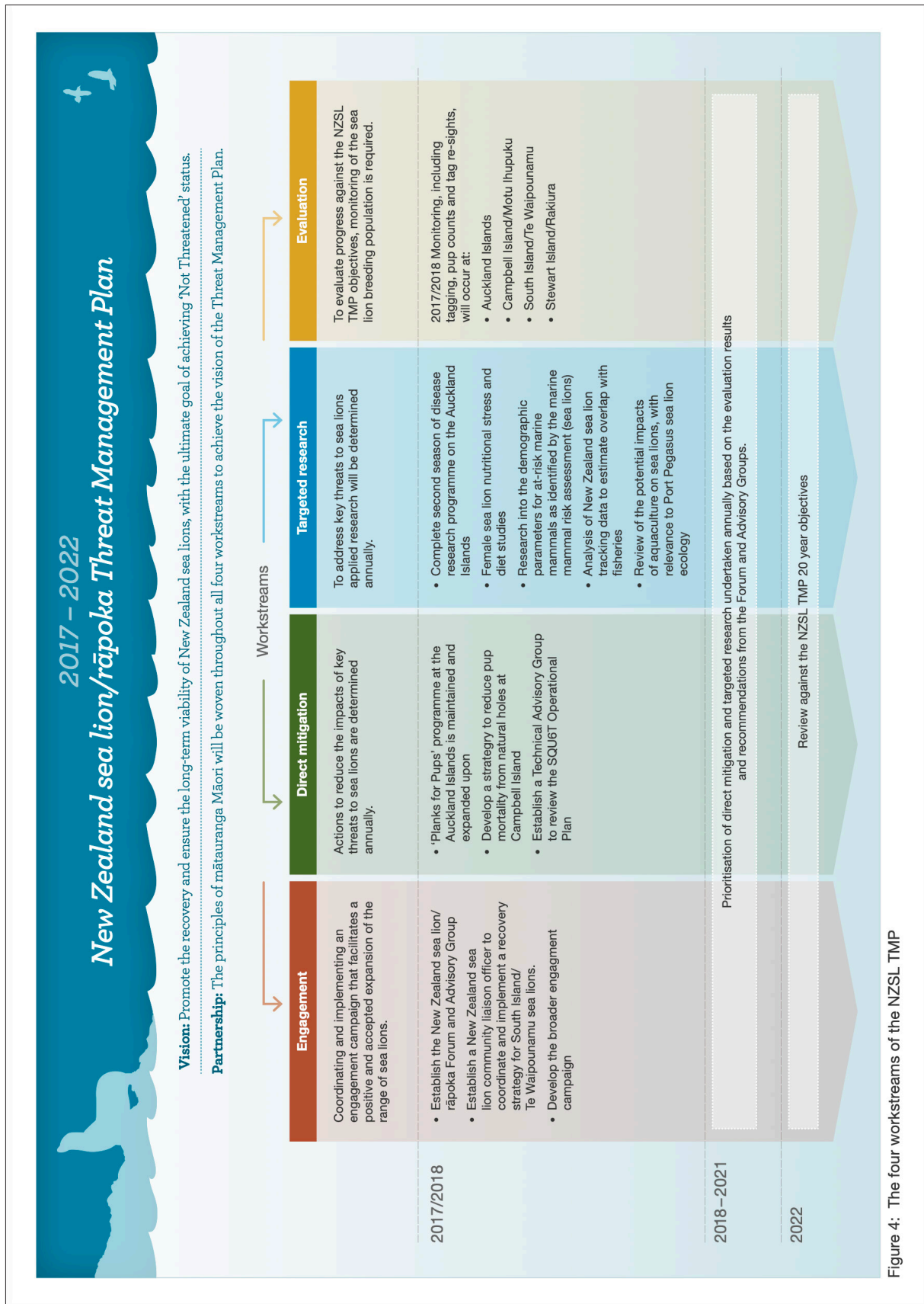


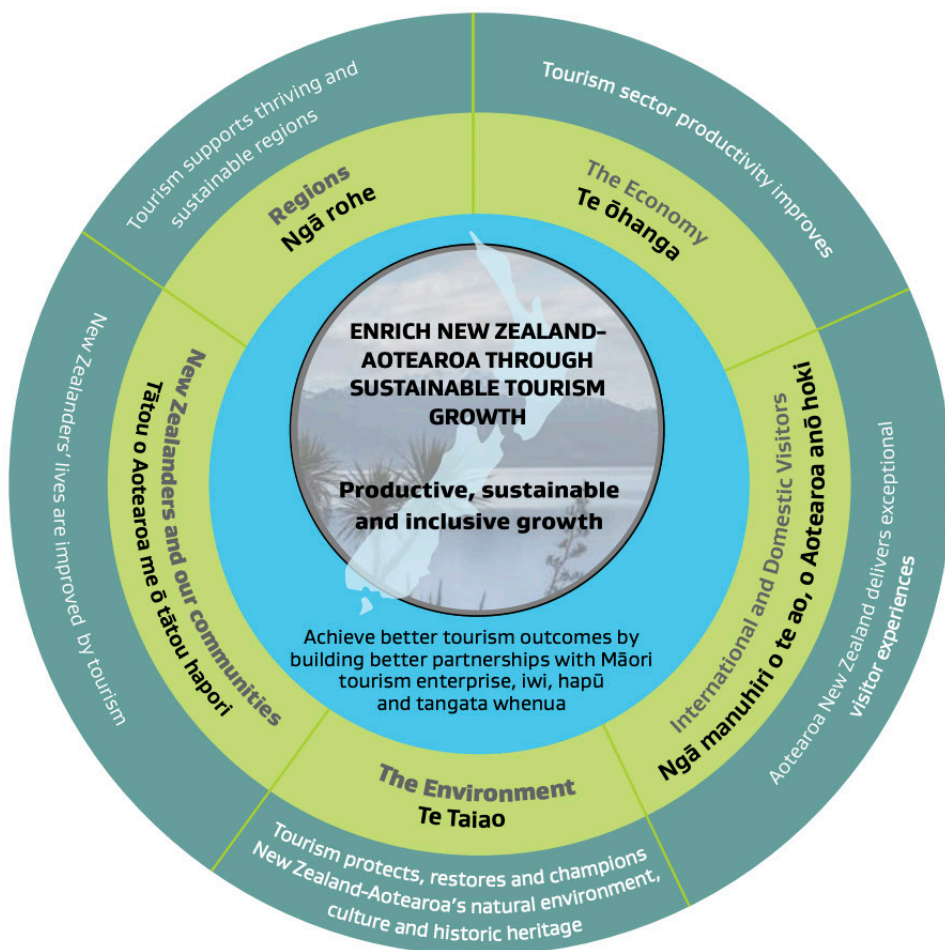
Figure 4: The four workstreams of the NZSL TMP

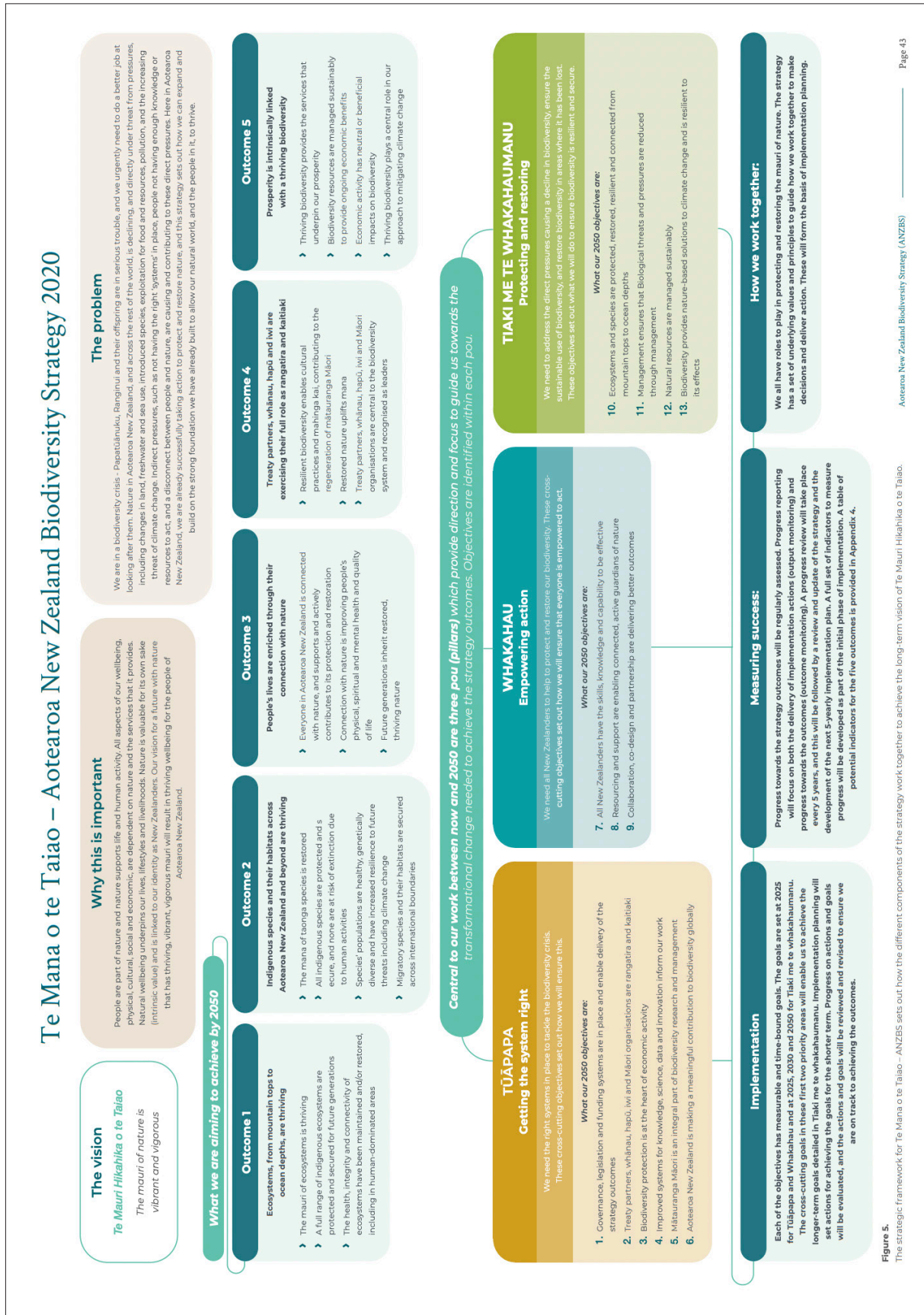
MINISTRY OF BUSINESS, INNOVATION AND EMPLOYMENT
DEPARTMENT OF CONSERVATION

5

Government's goals for tourism

We want to te puāwai tonu o Aotearoa i te tupu tonu o te ao tāpoi
- enrich New Zealand-Aotearoa through sustainable tourism growth.





Implementation

Each of the objectives has measurable and time-bound goals. The goals are set at 2025 for Tūāpapa and Whakahau and at 2025, 2030 and 2050 for Tiaki me te whakahau. The cross-cutting goals in these first two priority areas will enable us to achieve the longer-term goals detailed in Tiaki me te whakahau. Implementation planning will set actions for achieving the goals for the shorter term. Progress on actions and goals will be evaluated, and the actions and goals will be reviewed and revised to ensure we are on track to achieving the outcomes.

Figure 5.
The strategic framework for Te Mana o te Taiao – ANZES sets out how the different components of the strategy work together to achieve the long-term vision of Te Mauri Hikahikaha o te Taiao.

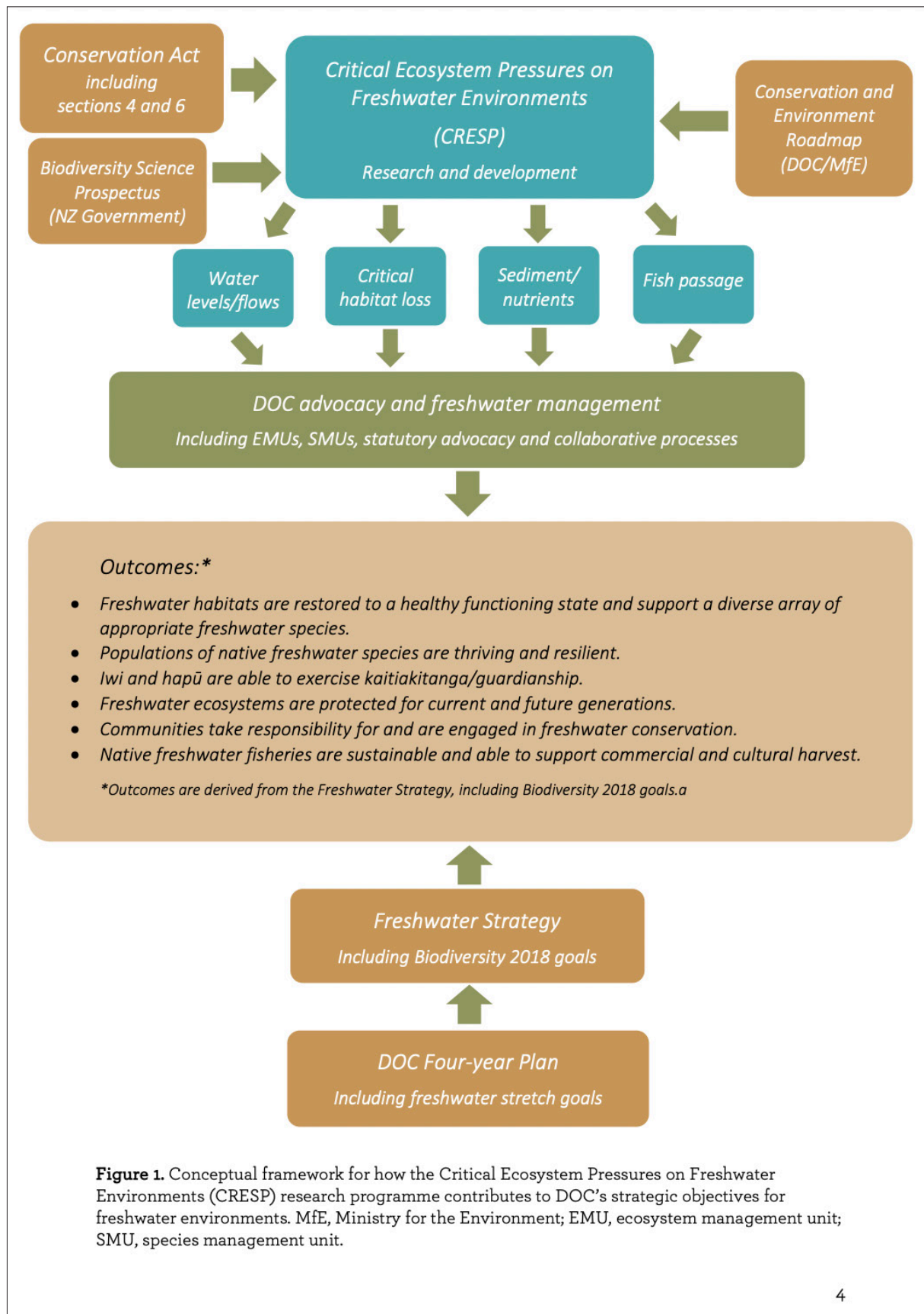


Figure 1. Conceptual framework for how the Critical Ecosystem Pressures on Freshwater Environments (CRESP) research programme contributes to DOC’s strategic objectives for freshwater environments. MfE, Ministry for the Environment; EMU, ecosystem management unit; SMU, species management unit.



The three goals are interdependent but have a hierarchy. The natural, cultural and historic heritage of places needs to be protected first. Visitors can then experience and connect with this unique heritage. Connecting visitors to New Zealand’s natural, cultural and historic heritage will strengthen their understanding of and enthusiasm for conservation, growing support for its protection. This protection and enhanced visitor connection will help improve wellbeing and support tangata whenua, regions and communities to thrive.

For each of these goals, the *Heritage and Visitor Strategy* outlines the outcomes sought, DOC’s approach for achieving them, and focus areas. The focus areas are intended to signal what DOC will prioritise during the medium term to achieve the outcomes.

3.3 The framework

| | | | | | |
|---|-----------------------|---|----------------|---------------|------------------------|
| DOC’s Intermediate Outcomes | | | | | |
| DOC’s Stretch Goals | | | | | |
| Purpose statement for the Strategy | | | | | |
| Principles | Goals | PROTECT | CONNECT | THRIVE | Ways of working |
| | Outcomes | Signals the long-term outcomes DOC is seeking through the Strategy | | | |
| | Approach | Outlines the long-term approach DOC will take to achieve the outcomes | | | |
| | Focus Areas | Identifies areas of action for DOC over the short-to-medium-term | | | |
| | Prioritisation | Signals areas for future investment by DOC | | | |

| The Heritage and Visitor Strategy on a page | | | | |
|---|---|--|---|---|
| DOC's Immediate Outcomes | New Zealanders and visitors are enriched by their connection to New Zealand's nature and heritage. | New Zealand's unique environment and heritage is a foundation for our economic, cultural and social success. | New Zealand's history is brought to life and protected. | New Zealanders and international visitors contribute to conservation. |
| DOC's Stretch Goals | <ul style="list-style-type: none"> 90% of visitors rate their experience on public conservation lands and waters as exceptional 90% of New Zealanders think the impacts of visitors to public conservation lands and waters are very well managed | <ul style="list-style-type: none"> Whānau, hapū and iwi are able to practise their responsibilities as kaitiaki of natural and cultural resources on public conservation lands and waters | <ul style="list-style-type: none"> The stories of 50 historic icon sites are told and protected 95% of New Zealanders' lives are enriched through connection to our nature and heritage | <ul style="list-style-type: none"> Whānau, hapū and iwi are enabled to carry out their responsibilities as kaitiaki of natural and cultural resources on public conservation lands and waters. |
| Sustainably manage visitors to protect and enhance the values of New Zealand's natural, cultural and historic heritage | | | | |
| Purpose Statement | <p>PROTECT New Zealand's natural, cultural and historic resources are protected and restored to maintain biodiversity, cultural and historic values, ecosystem health, landscapes and natural quiet</p> <p>CONNECT Visitors are enriched and better connected to New Zealand's natural, cultural and historic heritage</p> <p>THRIVE Tangata whenua, regions and communities benefit from protecting and connecting visitors with this natural, cultural and historic heritage</p> | | | |
| Principles underpinning the Strategy: | <p>1. Visitor activities are consistent with conservation objectives</p> <p>2. Give effect to the principles of Te Tiriti o Waitangi and work in partnership with tangata whenua</p> <p>3. Manage impacts of visitors to safeguard options for future generations</p> <p>4. Provide authentic and enjoyable experiences that connect visitors to heritage</p> <p>5. Maintain a range of experiences for different types of visitors</p> <p>6. Provide cost-effective and appropriate facilities and services that support better experiences provided by others</p> <p>7. Take steps to ensure visitor experiences are managed to appropriate risk tolerances</p> | | | |
| Goals | <p>Pressures from visitors on places managed by DOC are mitigated or reduced</p> <p>Visitors create opportunities for tangata whenua to exercise their aspirations for rangatiratanga</p> <p>New Zealanders' connection to their natural, cultural and historic heritage grows</p> <p>Support for its protection</p> <p>Visitors and the tourism sector contribute fairly to the costs of mitigating and reducing the impact of visitor pressure</p> <p>Every tourism operator is playing their part in maintaining and restoring natural, cultural and historic heritage</p> <p>Set up places to manage visitor pressure effectively</p> <p>Manage the heritage and visitor system to invest in areas under high pressure or likely to experience high visitor growth</p> <p>Work with tangata whenua to exercise their rangatiratanga through visitor management</p> <p>Collaborate with others to address fluctuating visitor numbers at place</p> <p>Strengthen opportunities for the recreation and tourism sectors to contribute to the conservation of natural, cultural and historic heritage</p> | | | |
| Outcomes | <p>Enhance visitors' connections with natural, cultural and historic heritage by providing quality experiences from the urban fringe through to the wilderness</p> <p>Partner with tangata whenua and collaborate with others to tell the stories of New Zealand's nature, culture and history, to educate and engage visitors on the importance of this heritage and its conservation</p> <p>Grow support for protection by delivering authentic quality experiences that connect all New Zealanders to their natural, cultural and historic heritage</p> <p>Appropriately manage the safety of visitor experiences</p> | | | |
| Approach | <p>Actively seek out more and innovative opportunities to partner with tangata whenua</p> <p>Improve the evidence base for decision making and service delivery</p> <p>Invest in and maintain visitor experiences and facilities that:</p> <ul style="list-style-type: none"> support visitor safety enhance the wellbeing of New Zealanders align with opportunities for sustainable regional development <p>Develop new opportunities to enable all types of visitors to experience and connect with natural, cultural and historic heritage</p> <p>Design visitor experiences that increase understanding of conservation values and opportunities to contribute to conservation</p> <p>Embed understanding of visitor safety as part of the visitor experience</p> <p>Provide a smarter and more integrated visitor experience</p> <ul style="list-style-type: none"> Focus on regions aligned with government priorities, where there is high visitor pressure and where wellbeing benefits can be realised Maintain and enhance visitor safety Maintain visitor experiences outside of high-pressure and iconic sites | | | |
| Focus Areas | <p>enhance the protection of natural, cultural and historic heritage</p> <p>Develop new ways of managing iconic sites and places under high pressure</p> <p>Work with the recreation and tourism sectors to identify opportunities for them to enhance their contribution to conservation</p> <p>Develop the policy and regulatory tools needed for effective management of visitors</p> <ul style="list-style-type: none"> Invest in the management of visitor activities at iconic sites and places under high pressure Develop new opportunities and activities in areas of high visitor demand and where New Zealanders live and travel Explore new ways of working with others to unlock alternative delivery models for heritage and visitor activities | | | |
| Priorities for long term investment | <p>DOC's ways of working:</p> <ul style="list-style-type: none"> Partnership Future-focused Evidence-informed Value for money Co-design | | | |





*Best practice example of the following features: (i) identification of goals and how they will be achieved, (ii) communication of the relationship between ends and means, and (iii) focus on future-facing objectives

National Disaster Resilience Strategy

Working together to manage risk and build resilience

Our Vision

New Zealand is a disaster resilient nation that acts proactively to manage risks and build resilience in a way that contributes to the wellbeing and prosperity of all New Zealanders.

Our Goal

To strengthen the resilience of the nation by managing risks, being ready to respond to and recover from emergencies, and by enabling, empowering and supporting individuals, organisations, and communities to act for themselves and others, for the safety and wellbeing of all.

We will do this through:

1

Managing Risks

2

Effective Response to and Recovery from Emergencies

3

Enabling, Empowering, and Supporting Community Resilience

OUR OBJECTIVES

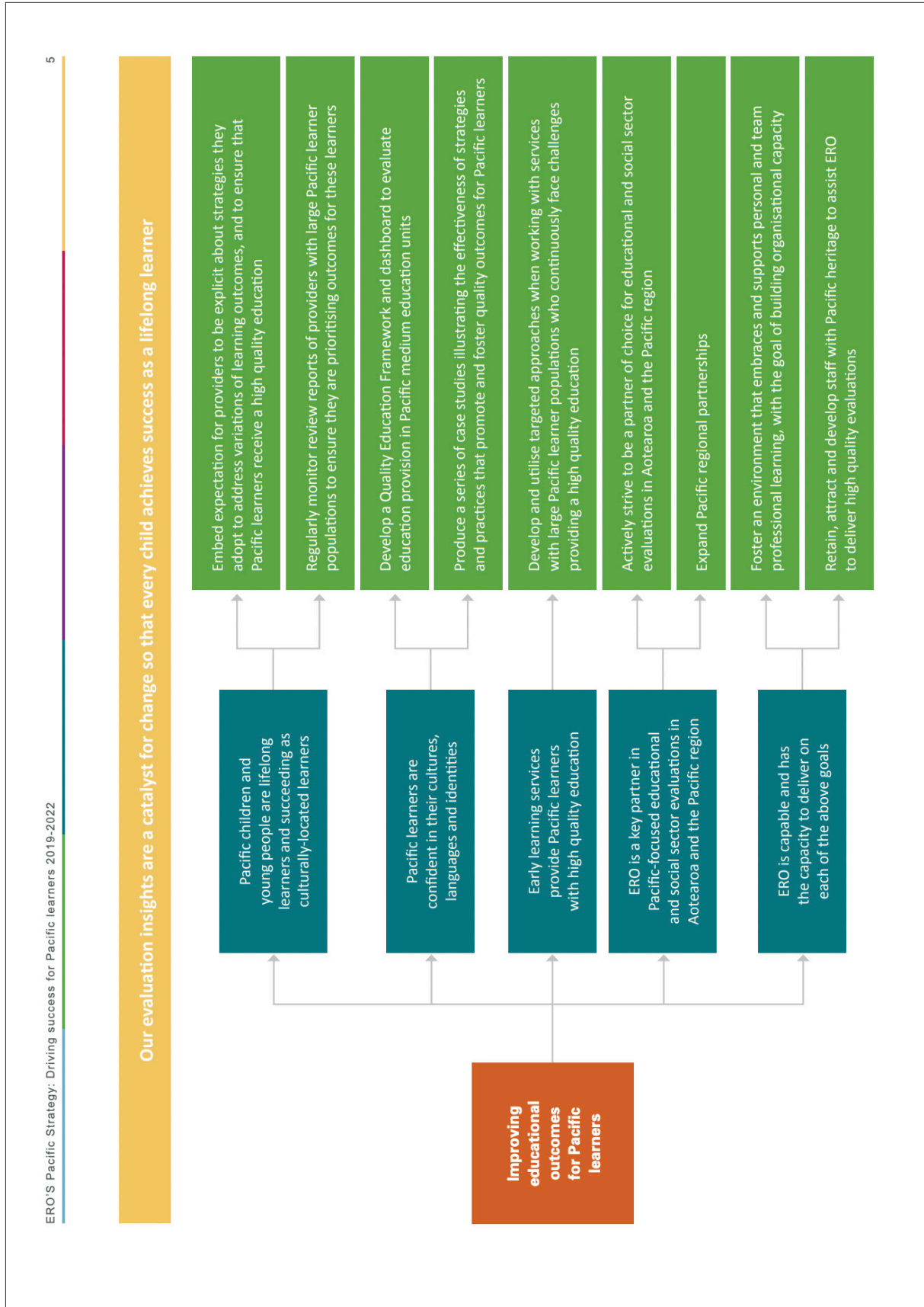
1. Identify and understand risk scenarios (including the components of hazard, exposure, vulnerability, and capacity), and use this knowledge to inform decision-making
2. Put in place organisational structures and identify necessary processes – including being informed by community perspectives – to understand and act on reducing risks
3. Build risk awareness, risk literacy, and risk management capability, including the ability to assess risk
4. Address gaps in risk reduction policy (particularly in the light of climate change adaptation)
5. Ensure development and investment practices, particularly in the built and natural environments, are risk-aware, taking care not to create any unnecessary or unacceptable new risk
6. Understand the economic impact of disaster and disruption, and the need for investment in resilience; identify and develop financial mechanisms that support resilience activities

7. Ensure that the safety and wellbeing of people is at the heart of the emergency management system
8. Build the relationship between emergency management organisations and iwi/groups representing Māori, to ensure greater recognition, understanding, and integration of iwi/Māori perspectives and tikanga in emergency management
9. Strengthen the national leadership of the emergency management system to provide clearer direction and more consistent response to and recovery from emergencies
10. Ensure it is clear who is responsible for what, nationally, regionally, and locally, in response and recovery; enable and empower community-level response, and ensure it is connected into wider coordinated responses, when and where necessary
11. Build the capability and capacity of the emergency management workforce for response and recovery
12. Improve the information and intelligence system that supports decision-making in emergencies to enable informed, timely, and consistent decisions by stakeholders and the public

13. Enable and empower individuals, households, organisations, and businesses to build their resilience, paying particular attention to those people and groups who may be disproportionately affected by disasters
14. Cultivate an environment for social connectedness which promotes a culture of mutual help; embed a collective impact approach to building community resilience
15. Take a whole of city/district/region approach to resilience, including to embed strategic objectives for resilience in key plans and strategies
16. Address the capacity and adequacy of critical infrastructure systems, and upgrade them as practicable, according to risks identified
17. Embed a strategic, resilience approach to recovery planning that takes account of risks identified, recognises long-term priorities and opportunities to build back better, and ensures the needs of the affected are at the centre of recovery processes
18. Recognise the importance of culture to resilience, including to support the continuity of cultural places, institutions and activities, and to enable the participation of different cultures in resilience

Rautaki ā-Motu Manawaroa Aituā | National Disaster Resilience Strategy **3**

*Best practice example of the following feature: identification of action areas



Our Customer-Centric Future



We put the customer at the centre of everything we do

What does being customer-centric mean?

For Inland Revenue, being customer-centric starts with **understanding our customers** – their environment, what drives their behaviour, and their life events and needs – both now and in the future. Once we understand our customers we can:

- Make it easier for them to interact with us and to comply
- Provide personalised services – based on their profile and needs
- Anticipate and proactively support the key events in their lives with activities at the right time
- Design products, processes and services that fit into their lives, rather than our internal process requirements.



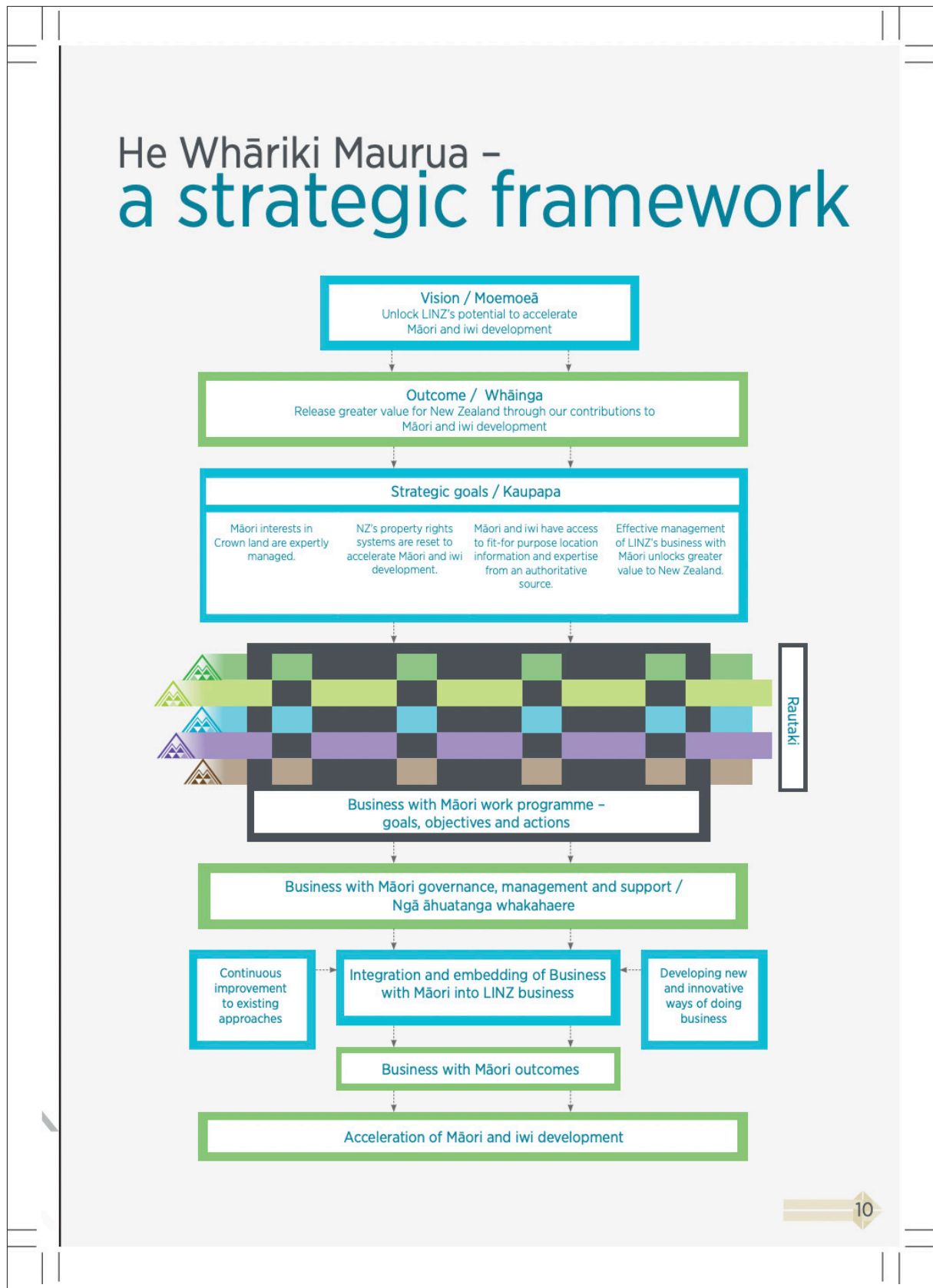
What will it achieve?

Adopting a customer-centric approach will have benefits for customers, Inland Revenue and the Government.

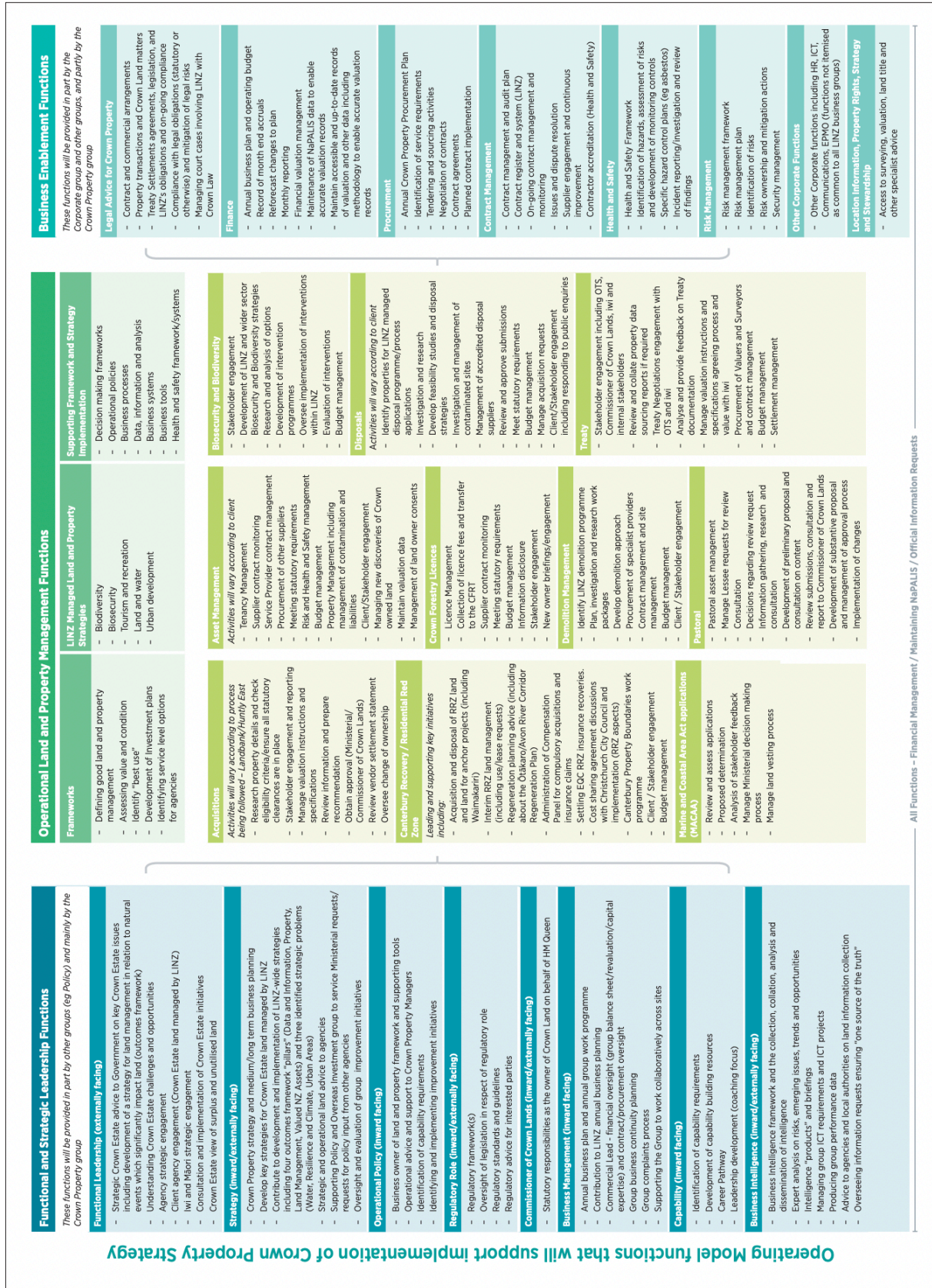


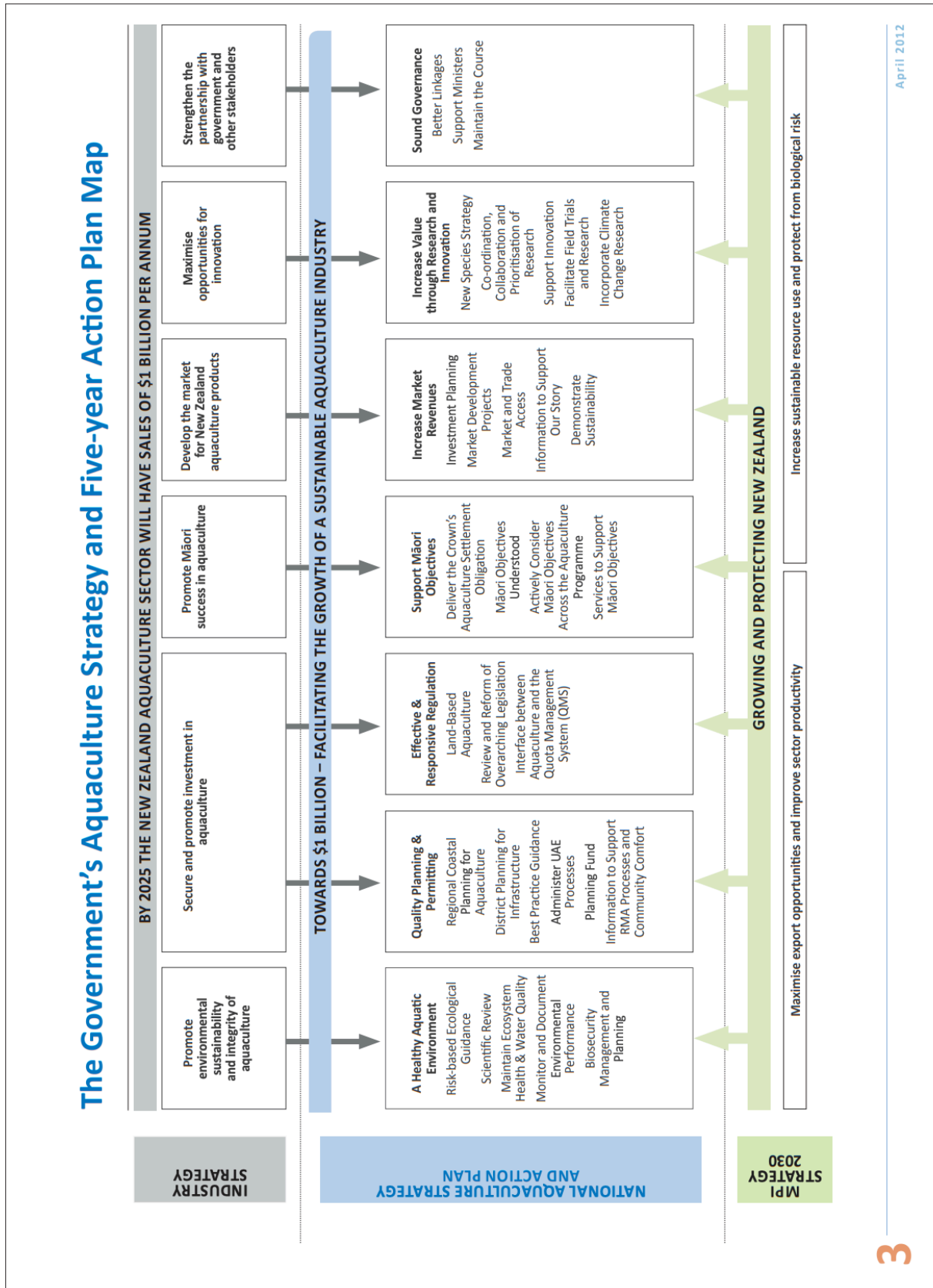
Our services will become more effective as we increasingly understand our customers – making it easy for them, providing personalised and proactive services, and designing around their needs.

- ✓ This will enable us to help customers get it right from the start, **improving customer experiences** and **reducing compliance cost and effort** – so customers spend less time dealing with their tax and social policy obligations.
- ✓ It will support improved targeting and earlier intervention, to prevent issues arising and reduce our costs. We can make more **effective use of our resources**, realising a greater return on our investments.
- ✓ It will help us to foster **trust and confidence in Inland Revenue**, and protect the integrity of the tax and social policy system.
- ✓ It will support us to **improve compliance**, making sure people pay the taxes and get the entitlements they should.
- ✓ It will help us to organise not just ourselves, but wider government, around customers – to provide **cohesive government services** that enable value and better outcomes for New Zealand.

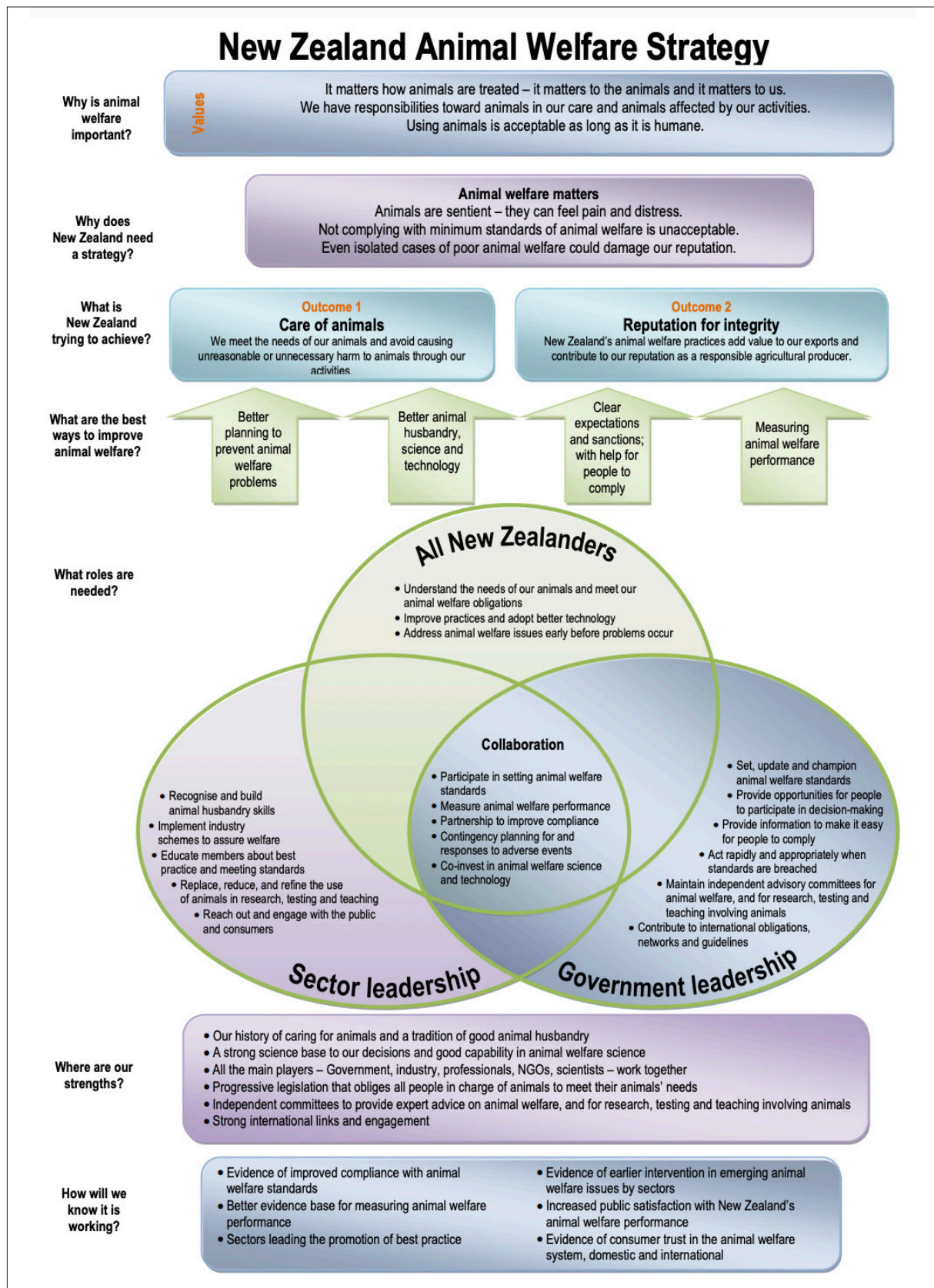


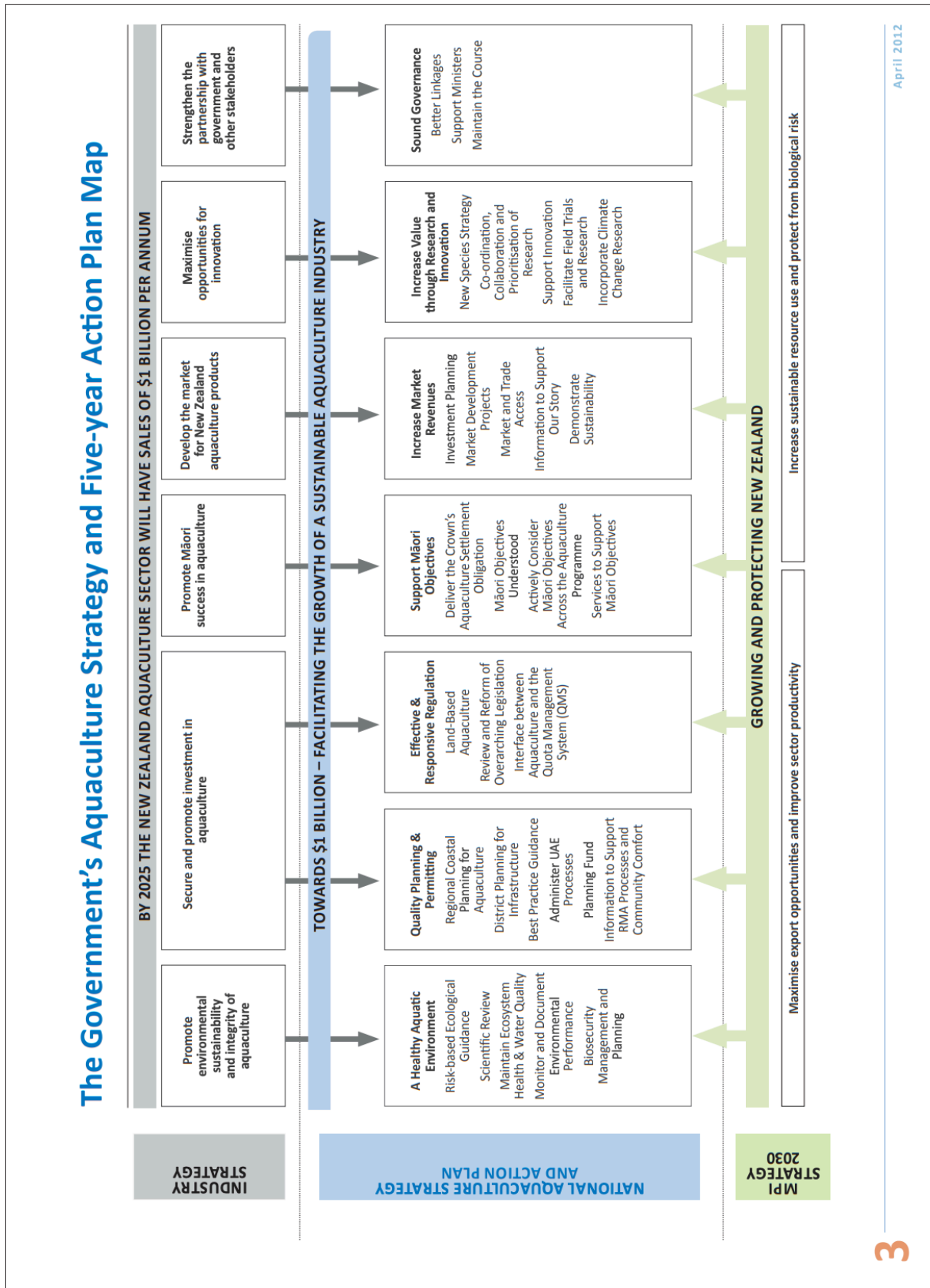
*Best practice example of the following feature: illustration of strategic direction

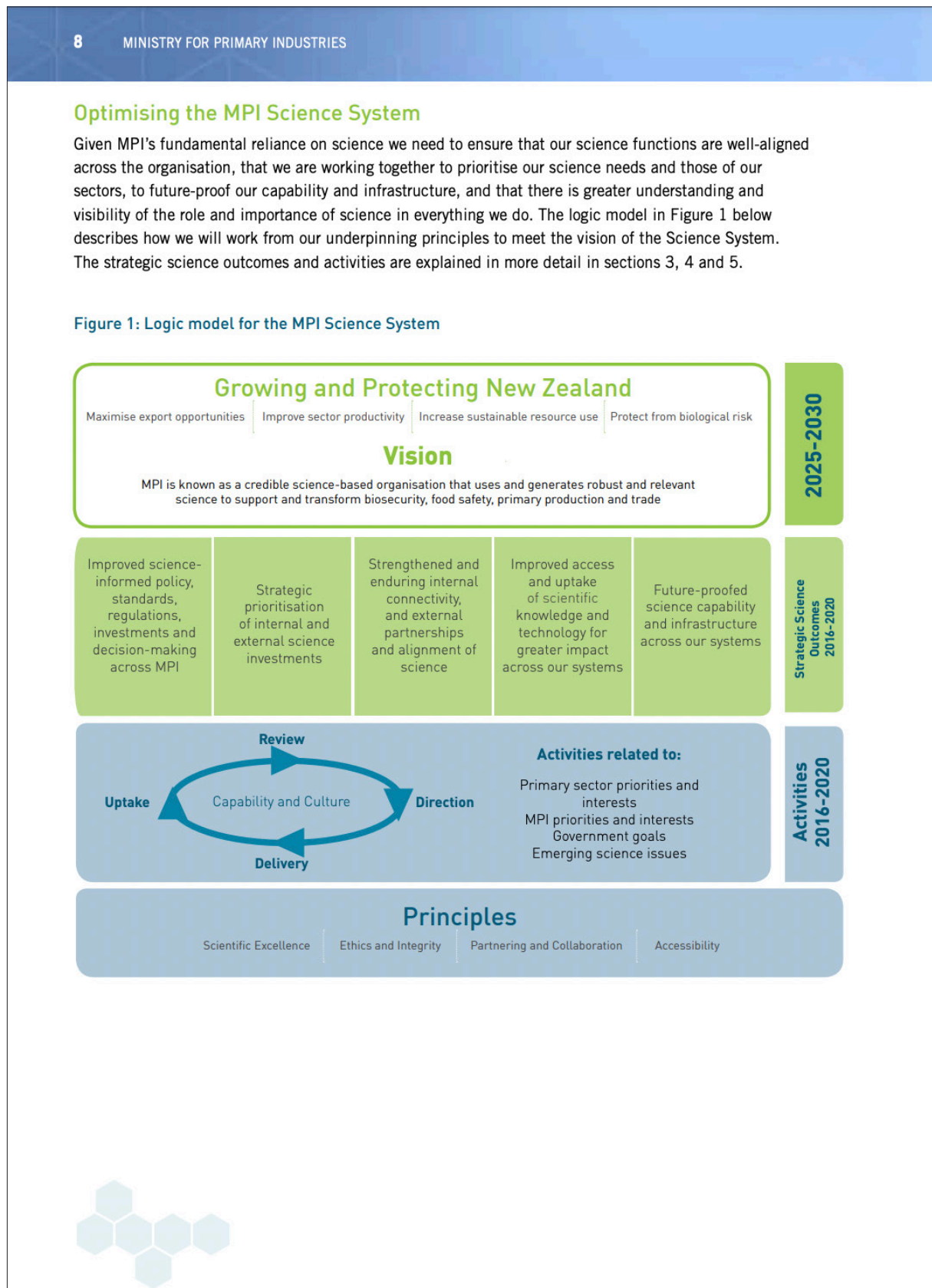




*Best practice example of the following feature: identification of intangible factors and department capabilities







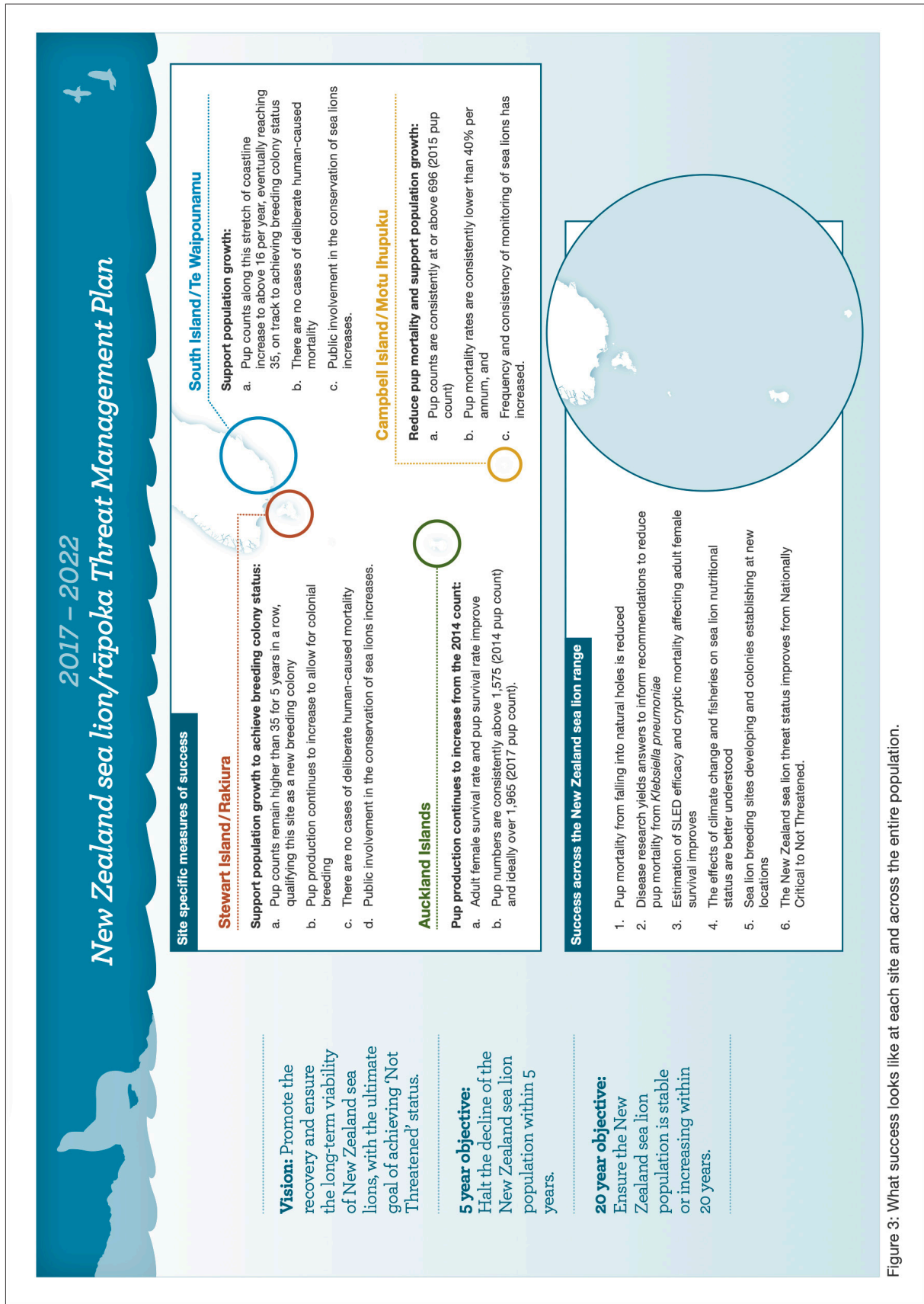


Figure 3: What success looks like at each site and across the entire population.

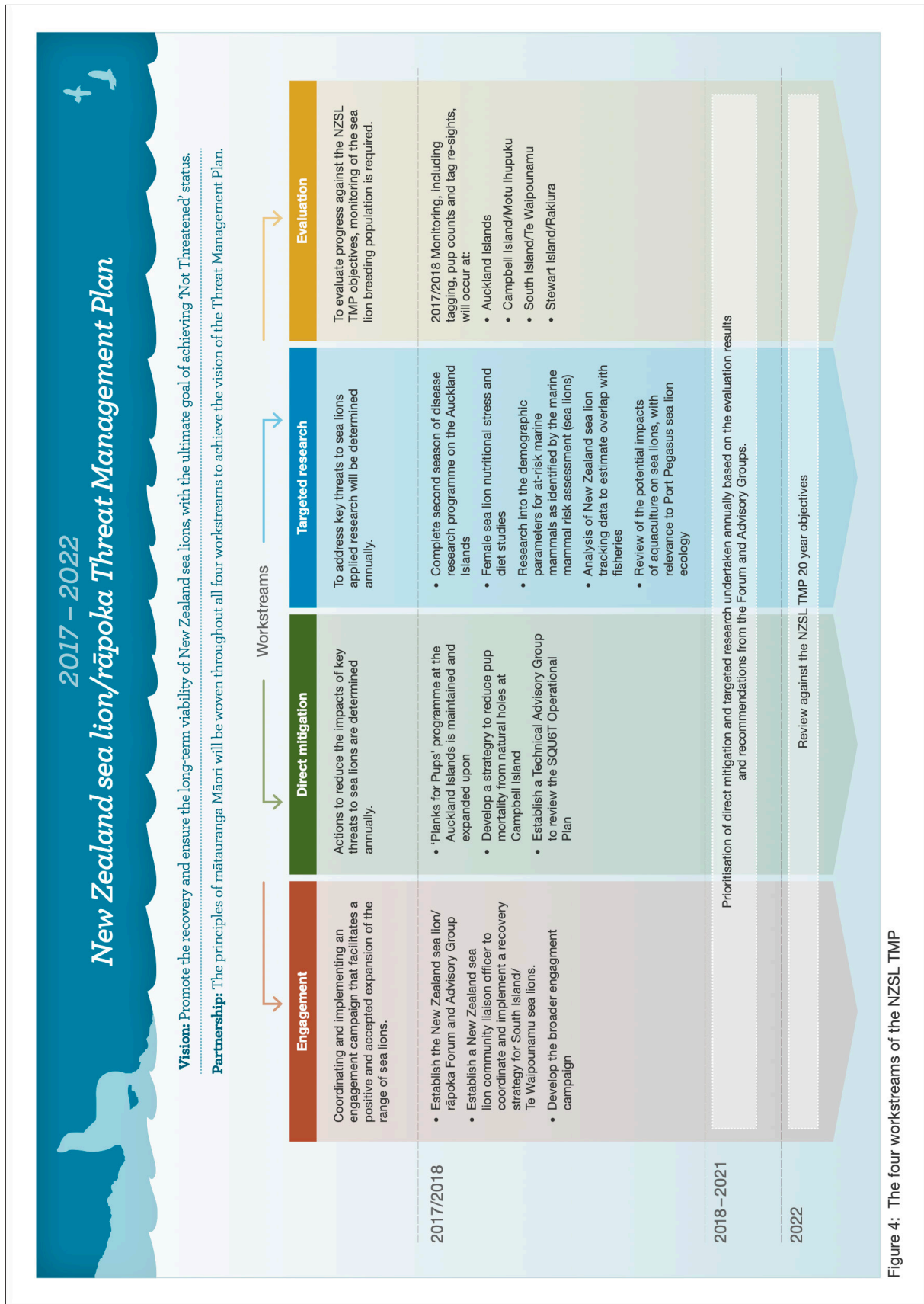
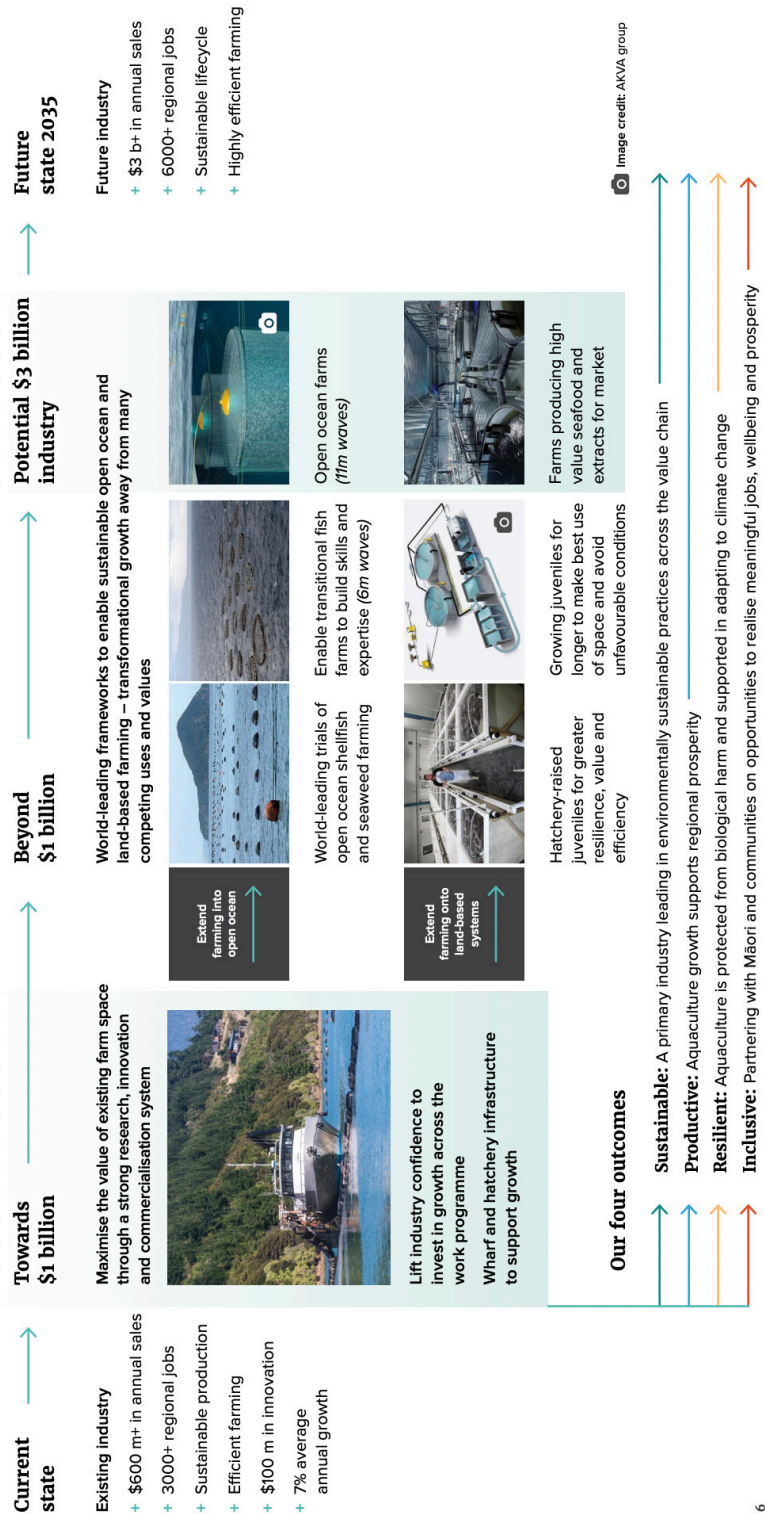


Figure 4: The four workstreams of the NZSL TMP

The sustainable growth pathway

Towards our goal of \$3 billion in annual sales by 2035



Strategy on a page

New Zealand Food Safety 2019-2024

WHAKATAUKI

Ko tāu rourou, Ko tāku rourou, Ka ora ai te iwi
By sharing your food basket with my food basket the people will thrive

OUR VISION

New Zealand food: trusted and recognised by everyone, everywhere

OUR GUIDING PRINCIPLES

Manaaki – caring for others

Whanaungatanga – collaboration and relationships

Ngā Manukura – visible leadership

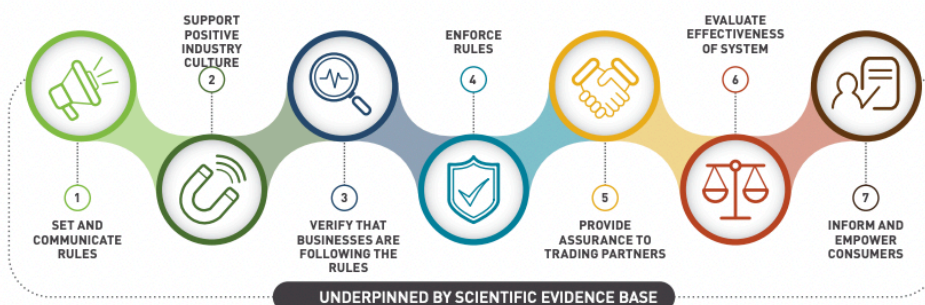
Mana – integrity/authority

Kaitiakitanga – guardianship of the food system

OUR PRIORITIES

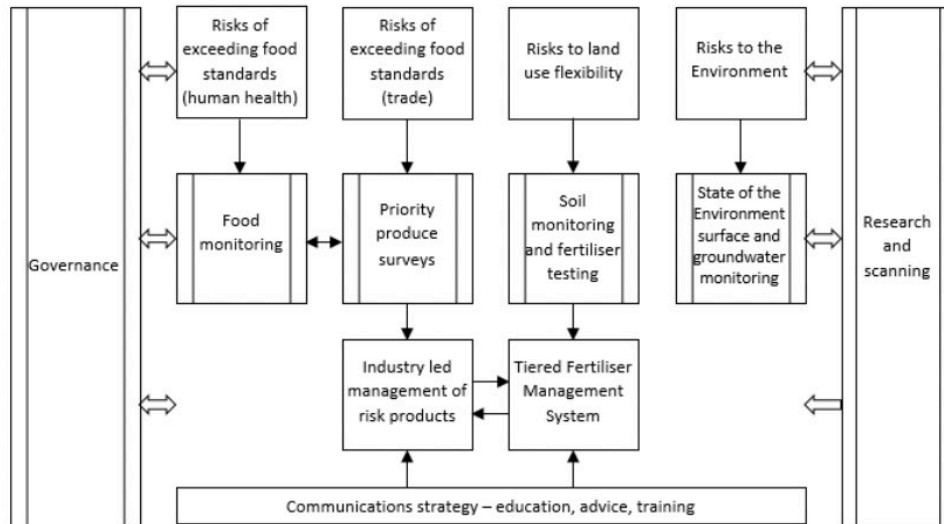
1. We will ensure New Zealand's world class food safety system remains robust
2. We will proactively support consumers to make informed food choices
3. We will actively contribute to new thinking in international forums
4. We will work in genuine partnership with Māori
5. We will be innovative and forward-looking in meeting new challenges

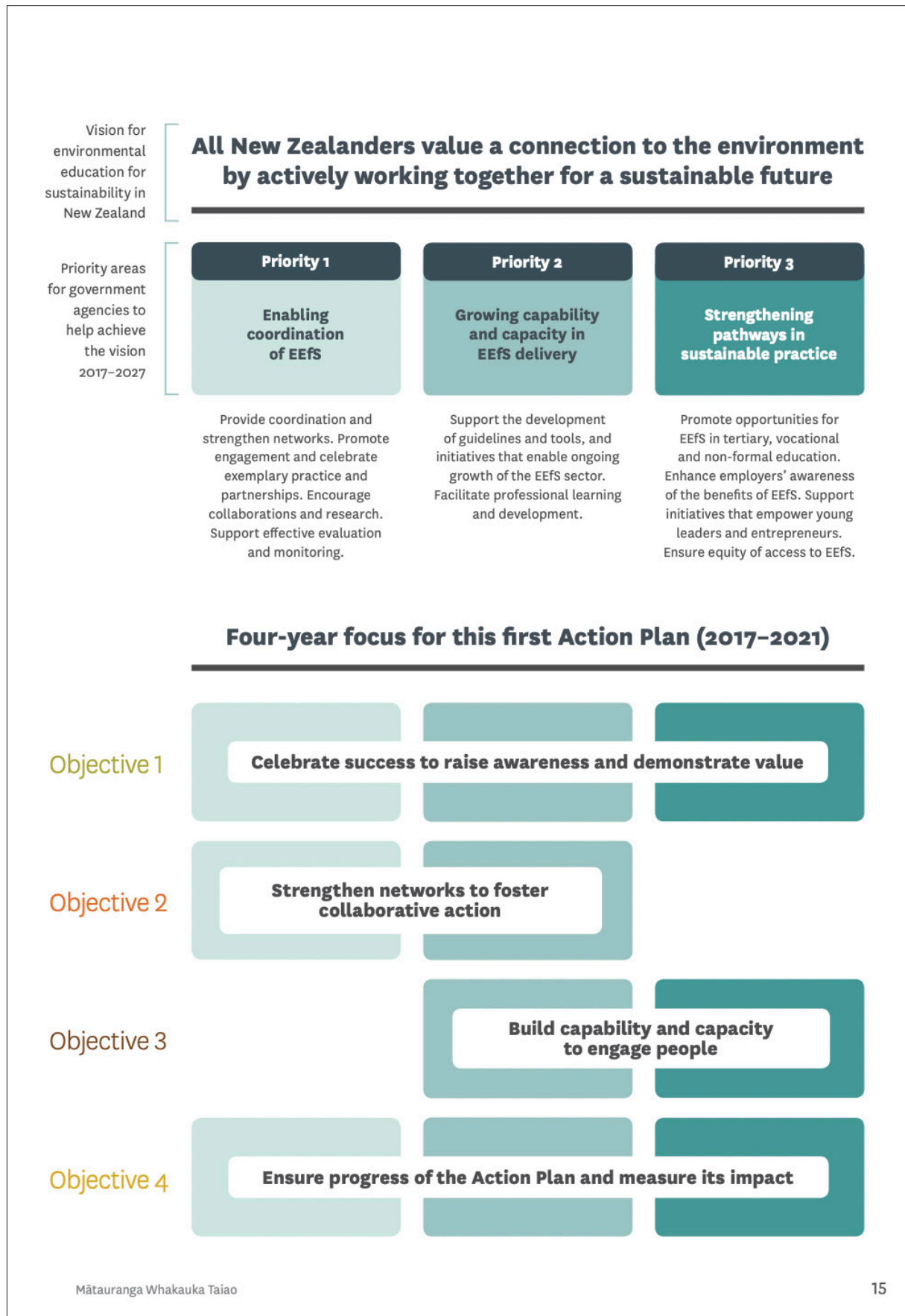
OUR FUNCTIONS ACROSS THE FOOD PROCESS



NEW ZEALAND FOOD SAFETY

Figure 1: Structure of the national Cadmium Management Strategy





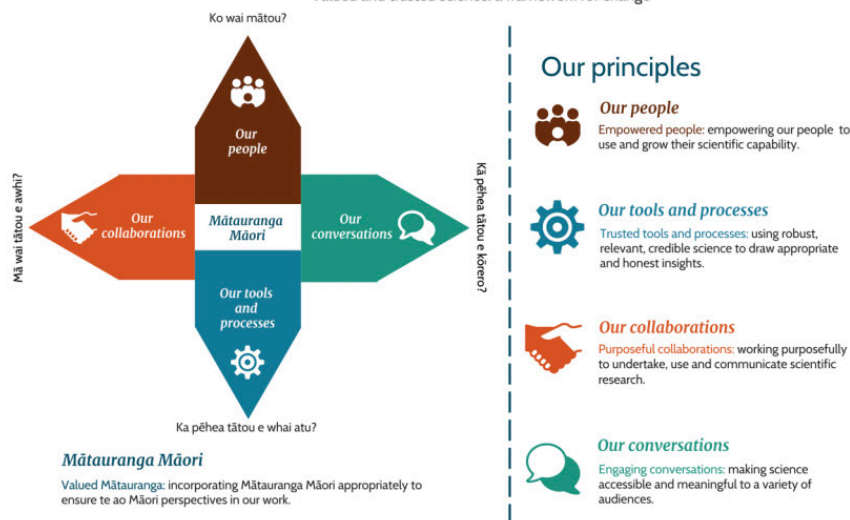
Our Science Strategy is structured using four themes

We have identified four themes that work together towards our vision of ‘valued and trusted science’. Combined, these four themes encompass end-to-end use of science, from the work we do internally, to how we collaborate externally and how we share our science with New Zealanders. These themes are underpinned by both a principle and goals.

- Our people – Ko wai mātou? (Who are we?)
- Our tools and processes – Ka pēhea tātou e whai atu? (How will we do this?)
- Our collaborations – Mā wai tātou e awhi? (Who will help/collaborate with us?)
- Our conversations – Mā te aha tātou e kōrero? (How will we express ourselves?)

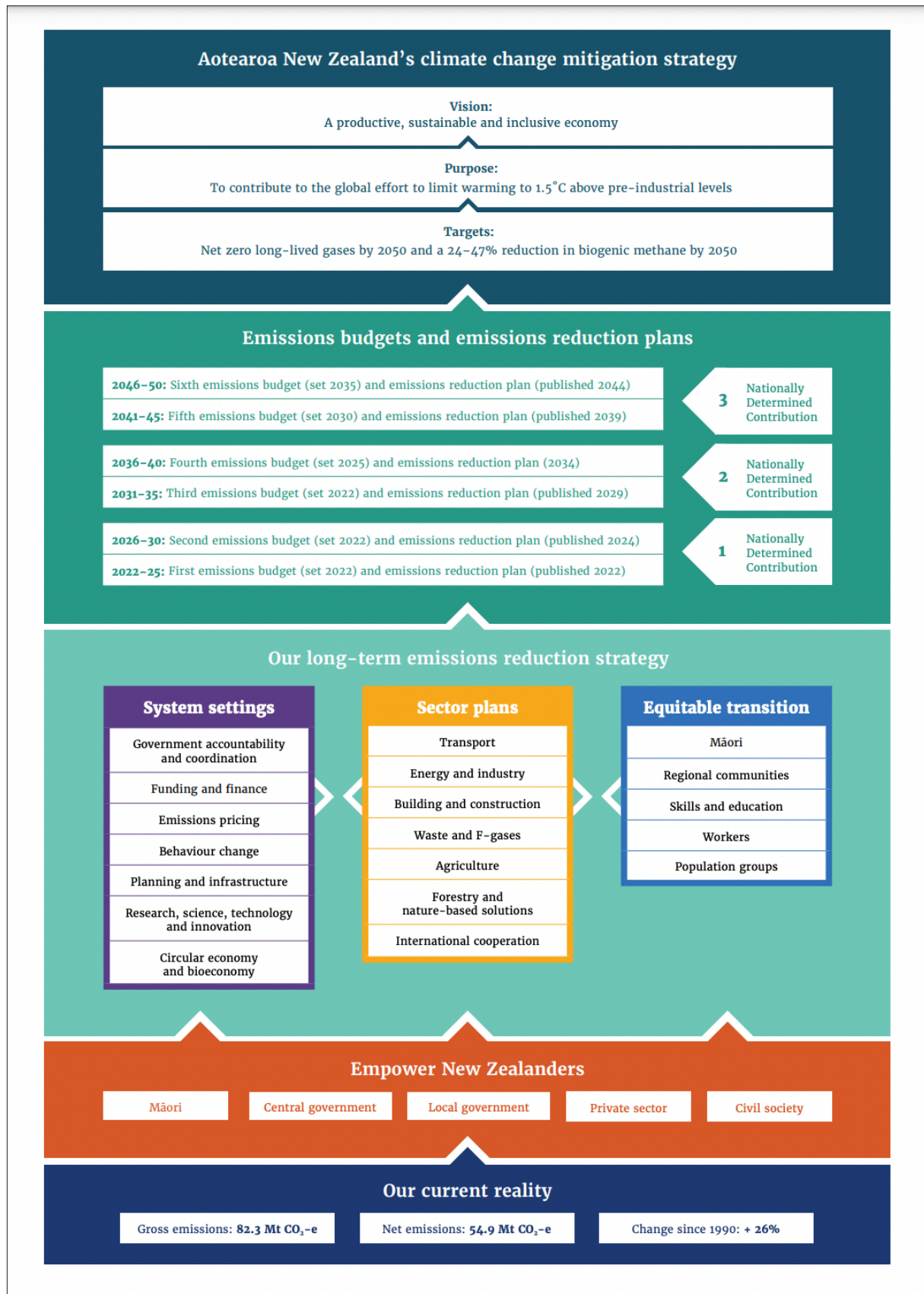
MfE Science Strategy Rautaki Pūtaiao

Valued and trusted science: a framework for change



Our goals

| Our people Ko wai mātou? | Our tools and processes Ka pēhea tātou e whai atu? | Our collaborations Mā wai tātou e awhi? | Our conversations Ka pēhea tātou e kōrero? |
|--|---|---|--|
| <ul style="list-style-type: none"> • We have general science literacy with specialist capability in priority areas • We grow and develop our peoples' science capability • We make best use of our capability | <ul style="list-style-type: none"> • We target our science investment and maximise its value through reuse • We have access to the tools and processes we need to use science • We have end-to-end quality assurance processes for our science | <ul style="list-style-type: none"> • We communicate our science priorities and needs • We collaborate with science and data providers in priority areas • We influence science policy and science investment decisions | <ul style="list-style-type: none"> • We communicate our science effectively and meaningfully to our various audiences • We make our science available to others • We collaborate with others to communicate our science |
| Mātauranga Māori <ul style="list-style-type: none"> • We are clear about what successful use of mātauranga mō te taiao at the Ministry looks like, and how we can achieve this | | | |



An enduring strategy and an evolving action plan

Taking action

2012-2017

We have set specific and practical recommendations under each of our six goals. Some of our actions are bold and require transformational action. Others represent continuous improvement to existing activities. Our Action Plan is designed to be refreshed every five years, to reflect the progress we have made towards he kai kei aku ringa.

Three transformational changes

OUR BOLDEST ACTIONS COVER EDUCATION, NATURAL RESOURCES AND MĀORI WORKING TOGETHER TO DRIVE GROWTH.

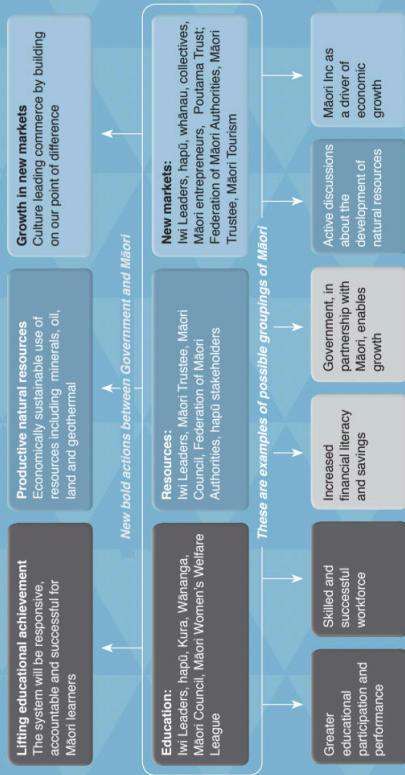
1. Government and Māori work together to consider new models of compulsory schooling that better meet Māori needs.
2. Government and Māori accelerate discussions on the development of natural resources.
3. Build relationships and manage logistics in export markets, particularly China.

Summary

- ▢ Action Plan 2012-2017
- ▢ Strategy to 2040

Māori Economic Development Panel – November 2012

Crown-Māori Economic Growth Partnership Summary



Roles and responsibilities

WHĀNAU contribute labour, ideas and capital (savings) to the economy.

MĀORI INC can lead economic growth. Enterprises are the vehicle through which ideas, skill and capital are applied to achieve Māori economic growth. Iwi and collectives bring mana, co-ordination and political influence to ensure greater access to decision making and economic opportunities. Māori entrepreneurs create opportunities in domestic and global markets through innovation and ideas.

PRIVATE SECTOR is the engine for generating economic growth, and relies on the contribution of individuals and whānau.

GOVERNMENT influences and contributes to economic growth by creating a business environment conducive to a productive and globally competitive economy. Government is also able to support socio-economic achievements by providing equity of opportunity, as well as state services such as education and healthcare.

MINISTRY OF BUSINESS, INNOVATION AND EMPLOYMENT HE WHARE ĀHURU HE ORANGA TĀNGATA THE MĀORI HOUSING STRATEGY
DIRECTIONS 2014 TO 2025

3

He Whare Āhuru He Oranga Tāngata – Better Housing, Better Lives

IMPROVING HOUSING FOR MĀORI AND THEIR WHĀNAU
TE WHAKAPAI I TE WHARE NOHO MŌ NGĀ TĀNGATA MĀORI ME Ō RĀTOU WHĀNAU

- › Ensure the most vulnerable Māori have secure tenure, and access to safe, quality housing with integrated support services
- › Improve the quality of housing for Māori communities
- › Support Māori and their whānau to transition to preferred housing choices
- › Te whakatūturu i te noho pūmau o ngā tāngata Māori tino pānekeneke ki ngā whare āhuru e tika ana, me te whakakotahi o ngā ratonga tautoko
- › Te whakapiki i te pai o te whare noho mō ngā hapori Māori
- › Te tautoko i ngā tāngata Māori me ō rātou whānau kia neke ki ō rātou ake kōwhiringa whare noho

INCREASING HOUSING CHOICES BY GROWING THE MĀORI HOUSING SECTOR
TE WHAKAWHĀNUI I NGĀ KŌWHIRINGA NOHO WHARE MĀ TE WHAKATIPU I TE WAHANGA WHARE NOHO MĀORI

- › Increase the amount of social housing provided by Māori organisations
- › Increase housing on Māori-owned land
- › Increase large-scale housing developments involving Māori organisations
- › Te whakawhānu i te whare noho pāpori i whakaratongia e ngā rōpū Māori
- › Te whakawhānu i te whare noho i runga i te whenua Māori
- › Te whakawhānu i ngā whakawhanaketanga whare noho nunui e tautokohia ana e ngā rōpū Māori

BETTER HOUSING, BETTER LIVES
HE WHARE ĀHURU HE ORANGA TĀNGATA

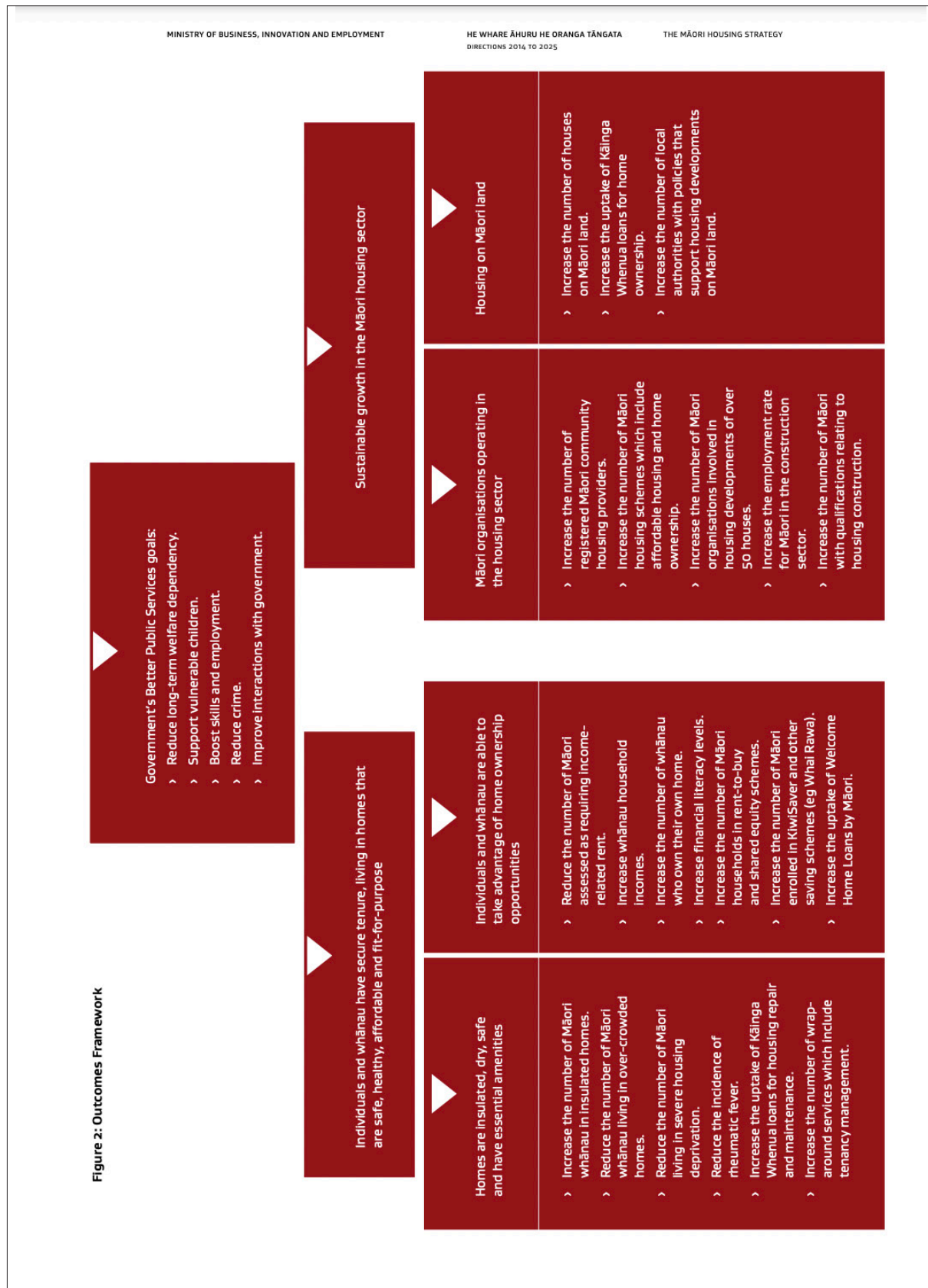


Figure 2: Outcomes Framework

A NATION OF CURIOUS MINDS

OBJECTIVE

ENCOURAGE AND ENABLE BETTER ENGAGEMENT WITH SCIENCE AND TECHNOLOGY IN ALL SECTORS OF NEW ZEALAND

NEW ACTIONS

| ENHANCING THE ROLE OF EDUCATION | PUBLIC ENGAGING WITH SCIENCE AND TECHNOLOGY | SCIENCE SECTOR ENGAGING WITH THE PUBLIC | SUPPORTING ACTIONS |
|--|--|--|--------------------|
| <ul style="list-style-type: none"> Science Skills in Education initiative Teachers in Industry project Review positioning and content of digital technology within the New Zealand Curriculum/ Te Marautanga o Aotearoa Increase the science and technology content in initial teacher education | <ul style="list-style-type: none"> New contestable fund for science and technology outreach and initiatives for harder-to-reach audiences Better connect business/educators/learners/local government with the science sector Increase girls' participation in science/ICT study and careers Better connect museums/zoo/science centres with the science community Parents and whānau to be more engaged with science | <ul style="list-style-type: none"> Implement a participatory science platform The Royal Society of New Zealand to develop a code of practice for public engagement for scientists Public engagement in implementing the National Science Challenges Access to public engagement training for researchers Increase the profile of researchers in pūtaiao/ mātauranga Māori | |

PARTICIPATORY SCIENCE PLATFORM

Our approach

The guiding framework

Using our MBIE overarching targets as a starting point, we worked with key stakeholders across the sector to develop our Pacific Outcomes Framework. They helped us identify the key areas where MBIE can make the biggest difference for Pacific communities' economic development – this is shown below.

Grow NZ for all



National Statement of Science Investment

THE VISION

“A highly dynamic science system that enriches New Zealand, making a more visible, measurable contribution to our productivity and wellbeing through excellent science.”

IN 2025, WE WANT TO SEE...

- > a better-performing science system that is larger, more agile and more responsive, investing effectively for long-term impact on our health, economy, environment and society
- > growth in BERD to well above 1 per cent of GDP, driving a thriving independent research sector that is a major pillar of the New Zealand science system
- > reduced complexity and increased transparency in the public science system
- > continuous improvement in New Zealand’s international standing as a high-quality R&D destination, resulting in the attraction, development and retention of talented scientists and direct investment by multinational organisations
- > comprehensive evaluation and monitoring of performance, underpinned by easily available, reliable data on the science system, to measure our progress towards these goals.

THE FUTURE

We want to see a society fully engaged with, and benefiting from, a larger, more engaged and more responsive science and innovation system that leverages strong international connections.

Creating a more productive New Zealand economy will require a restructuring towards knowledge-intensive sectors, such as high-technology manufacturing, as well as an increase in productivity across all sectors of the economy.

SECTORS OF INVESTMENT

Government expenditure is responsible for a significant proportion of R&D in the **primary sector**. We will seek to incentivise further industry investment, and reduce our high rate of co-funding over time, while focusing Government funding on high-quality discovery research.

ICT is a sector where the vast majority of R&D takes place in industry. It is also an area where our academic research strength could usefully increase over time. We will seek to support this sector by strengthening our public base of far-from-market discovery research.

Government’s main focus in the **manufacturing** sector will be to encourage business R&D to grow more quickly, through incentives such as growth points. We will also continue to invest and increase our investment in far-from-market discovery research, to support the long-term growth of the sector.

Government is the main investor in **environment** research. Significant continuing investment is justified where the public is the primary beneficiary, such as understanding the environment, its inherent processes, and threats and mitigations.

New Zealand has significant strengths in **health** research. We will seek to increase funding to this sector over time, while also considering how to leverage the results for greater economic benefit, in addition to the social and health benefits that already accrue.

EXPENDITURE ON R&D BY PURPOSE OF RESEARCH AND SECTOR OF EXPENDITURE 2014

Source: Statistics NZ R&D Survey 2014.

ALIGNING GOVERNMENT'S INVESTMENT

Generate new ideas → **Develop emerging ideas** → **Leverage proven ideas**

Grow discovery research (Marsden, CORES, NCS, PBRF) → **Develop emerging ideas** (SHiFT, MBE, Contestable, HRC Funds) → **Leverage proven ideas** (Business R&D & Callaghan, Industry Funds)

Horizon (Uncertainty/Novelty to Proven)

Over time, we will seek to grow Government’s investment in more ideas-led, discovery research, which is likely to have more long term transformative impacts on New Zealand, and where the role for Government intervention is most clear.

As a country, we need to balance our strong and growing investment in applied science with more future-focused research that will challenge existing approaches and grow new knowledge-intensive enterprises.

PILLARS [AREAS OF FOCUS FOR SUCCESS]

EXCELLENCE

The quality of the science system and of the people who work within it is the key determinant of impact.

Investment should be subject to a rigorous test for the quality of the science undertaken.

IMPACT

All of our science should have a strong line of sight to the eventual benefits for individuals, businesses or society.

This does not mean focusing purely on industry-led, close-to-market research. Science has an important role in challenging, as well as supporting, existing industries, products, practices, approaches and frameworks.

National Statement of Science Investment

DESIGN PRINCIPLES

ENSURE AN APPROPRIATE ROLE FOR GOVERNMENT
This means making sure that where the benefits accrue to individual firms or other end-users they are meeting an appropriate proportion of the costs, and the benefits of publicly funded research are understood and distributed broadly across New Zealand and the world.

ENSURE THE SCIENCE SYSTEM IS TRANSPARENT AND HIGH PERFORMING
This means strong, easily accessible information on our science, and the people, institutions and funding that support it. Government will use this evidence to guide future investment and drive performance.

CREATE AS SIMPLE A SYSTEM AS POSSIBLE
An overly complex science system makes it hard for those working within and with the system to navigate and locate the right knowledge, partners, funding and institutions.

CREATE A SYSTEM THAT IS STABLE OVER TIME
Science is, for the most part, a long term endeavour, and stability is necessary to support this. Our aim across the reforms outlined in this section will be to create flexible, responsive systems that will remain stable over time, and will be able to adapt to changing circumstances without the need for major redesign.

THE PLAN

We are reforming MBIE's contestable funding system

We are establishing Regional Research Institutes

A new international science strategy will guide our approach to international engagement in science and innovation

The strategic refresh of the HIC will optimise the relevance, efficiency and effectiveness of Government's investment in health research

We will review and revise CRI core funding, to ensure its alignment with the objectives set out in this Statement

A range of policy actions will be implemented, including increased funding, to raise BERD to 1% of GDP

Annual system performance reports will provide ongoing updates on progress on this plan and the performance of the science and innovation system

We are reforming the MBIE contestable fund to support excellent research with the potential for impact in areas of future value, growth and critical need for New Zealand.

There is an opportunity for the funding to create value for New Zealand through challenging and transforming our economic performance, how we strengthen our society, and enhance the sustainability of our environment and give effect to Vision Mātauranga.

CRITICAL FEATURES

- A single fund will provide greater investment flexibility, allowing funding to shift across sectoral and disciplinary boundaries. Scientists will be able to bid every year, and will not have to wait until money becomes available from expiring contracts in a particular field.
- The Investment Plan is now a three-year plan for the contestable fund. It explains how, why and where government seek to grow or change our investment, and the scale of expected funding opportunities.
- Decisions based on excellence and impact, with value for money an integrated consideration
- Robust, streamlined processes, in support of the NSI vision for reduced complexity in the public science system. We have simplified the routes through which applicants may apply for funding.

We will seek to increase public investment in discovery research, in particular to support critical sectors such as health, ICT, and primary industries

A comprehensive, sector-wide evaluation, monitoring and reporting system for public science will be introduced to increase the transparency and reliability of information on the science system

2015

2020

2025

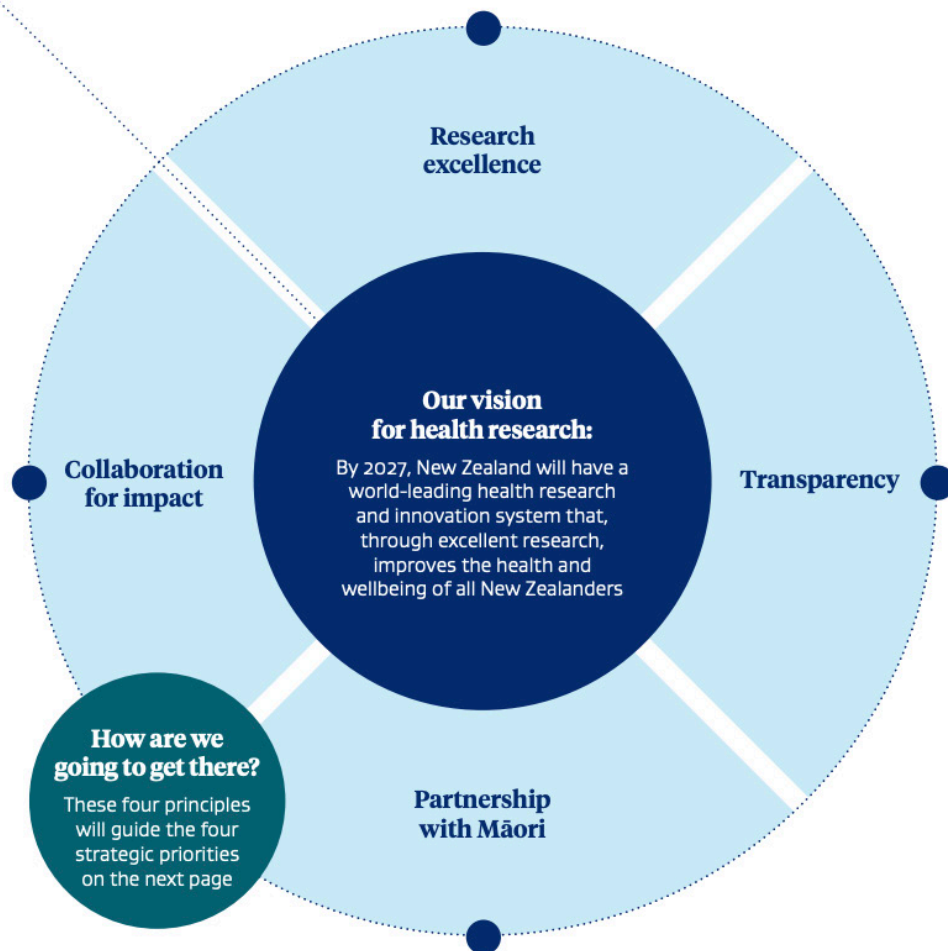
BERD increasing towards 1% of GDP

GERD increasing towards 2% of GDP

NSI deliver on initial objectives



Where are we heading?

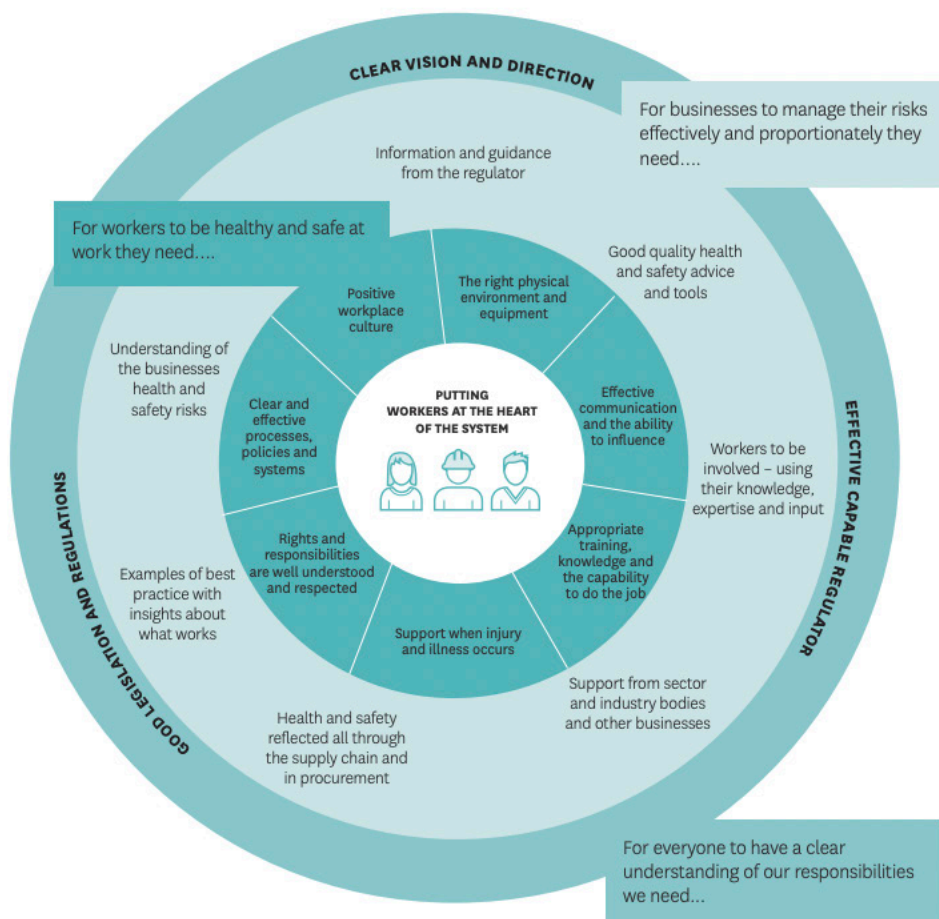


| New Zealand Health Research Strategy | |
|---------------------------------------|--|
| Strategic priority 1 | Invest in excellent health research that addresses the health needs of all New Zealanders ACTION 1: Prioritise investments through an inclusive priority-setting process ACTION 2: Invest in research for healthy futures for Māori ACTION 3: Invest in research that results in equitable outcomes for Pacific peoples and helps them to lead independent lives ACTION 4: Develop and sustain a strong health research workforce |
| Strategic priority 2 | Create a vibrant research environment in the health sector ACTION 5: Strengthen health sector participation in research and innovation ACTION 6: Strengthen the clinical research environment and health services research |
| Strategic priority 3 | Build and strengthen pathways for translating research findings into policy and practice ACTION 7: Enable and embed translation across the health sector |
| Strategic priority 4 | Advance innovative ideas and commercial opportunities ACTION 8: Support transformative and innovative ideas ACTION 9: Create more industry partnerships ACTION 10: Strengthen platforms for commercialising innovations |

HOW THE STRATEGY CONTRIBUTES TO GOOD HEALTH AND SAFETY

This diagram sets out the key things that contribute to good health and safety at work

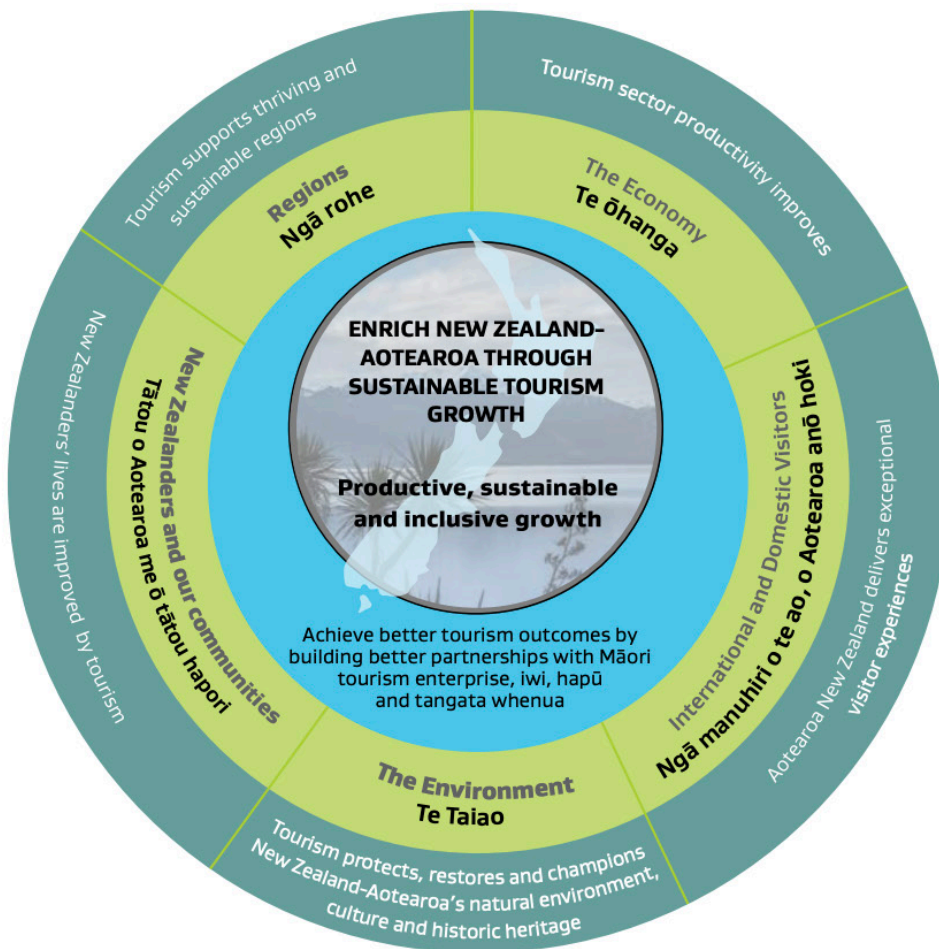
Good legislation and effective, capable regulators that enforce the legislation are needed, along with a clear vision and direction for everyone to work towards. Underneath this are the practical things that businesses and workers need to have in place to ensure that risks are managed well and workers are healthy and safe at work. The Strategy contributes to this by setting the clear vision and direction at the top of the diagram, and identifying the key capabilities needed to develop the things in the centre.



5

Government's goals for tourism

We want to te puāwai tonu o Aotearoa i te tupu tonu o te ao tāpoi
- enrich New Zealand-Aotearoa through sustainable tourism growth.



ECONOMIC PLAN

OUR VISION

TO BUILD A PRODUCTIVE, SUSTAINABLE AND INCLUSIVE ECONOMY
TO IMPROVE THE WELLBEING AND LIVELIHOODS OF ALL

Grow and share NZ's prosperity

Support thriving and sustainable regions

THE KEY ECONOMIC SHIFTS WE NEED

6



The NZ economy moves from volume to value with kiwi businesses, including SMEs, becoming more productive

This means...

- › Building on our existing strengths and international connections to leverage new opportunities in domestic and international markets
- › Investing in new technology and being at the forefront of digital innovation including to drive mitigation and adaptation to climate change
- › Thriving and dynamic small, medium and large enterprises



People are skilled, adaptable and have access to lifelong learning

This means...

- › Businesses can access the skills and labour when and where they need it
- › People continually updating the skills they need for success in the future of work
- › Higher wages and better conditions at work



Deeper pools of capital are available to invest in infrastructure and grow NZ's productive assets

This means...

- › We have the modern infrastructure we need to enable our transition to a low emissions economy
- › Kiwis have confidence to invest in innovative NZ firms
- › Regions and businesses have access to the world's knowledge and innovation through stronger international connections
- › NZ businesses have timely access to capital to innovate and grow



Strong and revitalised regions

This means...

- › People and businesses thrive, irrespective of where they live or work
- › Regions are connected and equipped with modern and resilient infrastructure
- › Backing place-based comparative advantages and innovation strengths

SUSTAINABLE AND INCLUSIVE ECONOMY RAISING STANDARDS OF ALL NEW ZEALANDERS

Transition to a clean, green
and carbon neutral NZ

Deliver responsible governance
with a broader measure
of success

NEEDS TO ACHIEVE OUR VISION ARE...



Enable a step
change for Māori
and Pacific
economies

This means...

- › Higher economic, social, environmental and cultural wellbeing
- › As partners, the Crown and Māori have strong, ongoing and effective relationships
- › Success in business, education, employment, regions and land use



Sustainable and
affordable energy
systems

This means...

- › Businesses and households can access affordable, clean energy to achieve our economic potential
- › Establishing NZ's foothold in high-value clean energy systems and exporting our know-how to the world
- › Meeting NZ's climate change targets by driving emissions reductions



Land and resource
use delivers greater
value and improves
environmental
outcomes

This means...

- › Shifting land use to higher value use while maintaining and improving our environment
- › Redesigning our activities to minimise waste
- › Transitioning to a low emissions economy



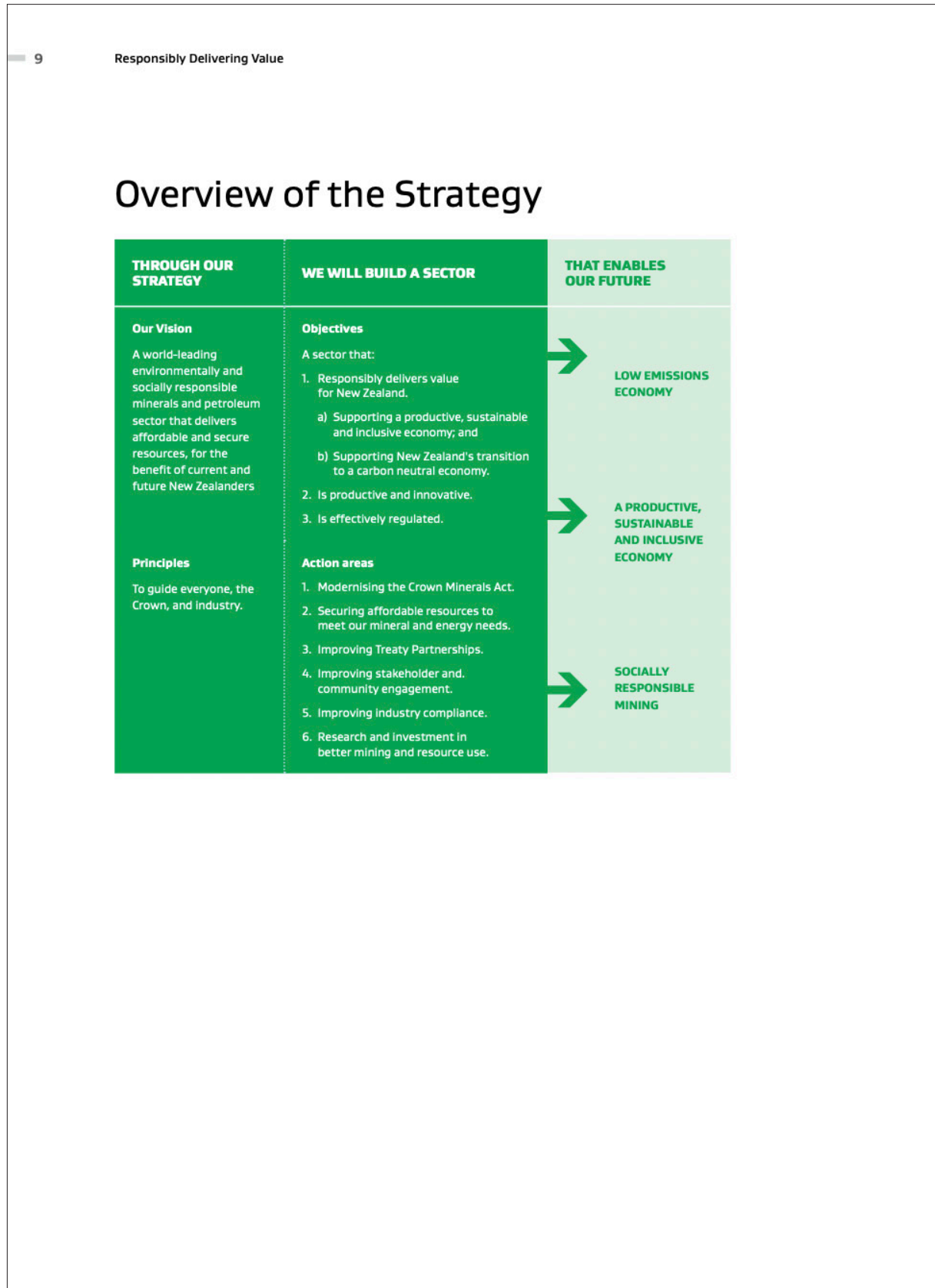
Transform our
housing market to
unlock productivity
growth and make
houses more
affordable

This means...

- › Overcoming the shortage of housing and focusing capital investment towards more productive areas of our economy
- › Current and future generations can access affordable housing in the places they desire close to the best jobs for them
- › A productive building and construction sector producing safe, healthy and durable homes and buildings

7

ECONOMIC PLAN | FOR A PRODUCTIVE, SUSTAINABLE AND INCLUSIVE ECONOMY



21 **Responsibly Delivering Value**

The Purpose of this Strategy

This Strategy sets the Government’s vision for the minerals and petroleum sector over the next 10 years (2019-2029). It articulates objectives that build towards this vision. Achieving this vision requires collaboration across many groups. This Strategy sets out principles that should assist Government, iwi/hapū, industry and any other groups making decisions that affect the sector. Finally the Strategy contains action areas which the Government will focus on in the coming years.

This Strategy will:

- › Provide a shared vision and principles that can help all groups think through minerals and petroleum resource issues;
- › Communicate the vision the Government has for the sector thereby giving certainty to industry and the wider public; and
- › Inform future Government policy affecting the minerals and petroleum sectors.

Note that this Strategy will not:

- › Set future policies. Rather, it provides the strategic vision and framework to which all future relevant policies will align; and
- › Revisit the Government’s policy to limit new petroleum exploration permits to the onshore Taranaki region only. This is a key step towards transitioning to a low emissions economy which is an aim of this Strategy.

OUR PLAN
Building a productive, sustainable and inclusive economy

Grow and share New Zealand’s prosperity more fairly Support thriving sustainable regions Transition to a clean, green and carbon neutral New Zealand Build closer partnerships with Māori

ENABLES

A Minerals and Petroleum Strategy for Aotearoa New Zealand: 2019-2029

USED TO GUIDE

Government Policy decisions, CMA Review Industry iwi/hapū, Other groups

COMPLEMENTS

- Just transition to a low emissions economy:
 - Climate Change Response (Zero Carbon) Amendment Bill
 - Improvements to the Emissions Trading Scheme
 - Taranaki 2050 roadmap
- Circular economy and Resource Recovery
- Review of the Crown Minerals Act 1991
- Provincial Growth Fund
- 30-Year New Zealand Infrastructure Plan
- Renewable energy strategy work programme
- Review of the Gas Act 1992

CONSISTENT WITH

- New Zealand Biodiversity Strategy
- No new mines on conservation land
- Resource Management Act 1991 reform
- Overseas Investment Act 2005 reform

BUILDING PERFORMANCE

MBIE's Building System Regulatory Strategy on a page

SYSTEM VISION: High-performing building regulation supporting better buildings for New Zealanders

Why we regulate building

BUILDING SYSTEM OUTCOMES:

SOCIAL WELLBEING

Buildings support the health, safety, cultural and social wellbeing of people and communities in a changing environment

ECONOMIC WELLBEING

Building and construction is a highly productive contributor to the New Zealand economy

ENVIRONMENTAL WELLBEING

New Zealanders, whānau and communities create and live in sustainable buildings that meet the needs of present and future generations



How we will know we are doing it right

PERFORMANCE

- › Effectiveness of minimum performance requirements
- › Building safety, durability, health and accessibility
- › Condition of existing building stock
- › Demand for environmentally friendly 'green' buildings
- › Effectiveness of system response to climate change
- › Levels of construction waste

PRODUCTS

- › Level of investment in research and development
- › Availability of pathways, tools and incentives to innovate
- › Effectiveness of product regulation

PROCESSES

- › Understanding of roles and responsibilities within the system
- › Construction industry productivity
- › Extent of collaboration and information-sharing across the system
- › Resilience of construction businesses
- › Effectiveness of building consent processes
- › Ease of using the system

PEOPLE

- › Construction workforce skills
- › Attractiveness of construction careers
- › Regulator skills and decision quality
- › Effectiveness of occupational regulation
- › Effectiveness of health and safety in the construction industry

2

A NATION OF CURIOUS MINDS

OBJECTIVE

ENCOURAGE AND ENABLE BETTER ENGAGEMENT WITH SCIENCE AND TECHNOLOGY IN ALL SECTORS OF NEW ZEALAND

NEW ACTIONS

| ENHANCING THE ROLE OF EDUCATION | PUBLIC ENGAGING WITH SCIENCE AND TECHNOLOGY | SCIENCE SECTOR ENGAGING WITH THE PUBLIC | SUPPORTING ACTIONS |
|--|---|--|--------------------|
| <ul style="list-style-type: none"> Science Skills in Education initiative Teachers in Industry project Review positioning and content of digital technology within the New Zealand Curriculum/ Te Marautanga o Aotearoa Increase the science and technology content in initial teacher education | <ul style="list-style-type: none"> New contestable fund for science and technology outreach and initiatives for harder-to-reach audiences Better connect business/educators/learners/local government with the science sector Increase girls' participation in science/ICT study and careers Better connect museums/zoos/science centres with the science community Parents and whānau to be more engaged with science | <ul style="list-style-type: none"> Implement a participatory science platform The Royal Society of New Zealand to develop a code of practice for public engagement for scientists Public engagement in implementing the National Science Challenges Access to public engagement training for researchers Increase the profile of researchers in pūtaiao/ mātauranga Māori | |

PARTICIPATORY SCIENCE PLATFORM

INTERNATIONAL STUDENT WELLBEING STRATEGY

Overarching strategy outcome

International students are welcome, safe and well, enjoy a high quality education and are valued for their contribution to New Zealand

| ECONOMIC WELLBEING | EDUCATION | HEALTH AND WELLBEING | INCLUSION |
|---|--|--|--|
| <p>International students are able to support themselves</p> <ul style="list-style-type: none"> International students have accurate information about the costs of living and studying, including regional variations in costs International students understand their rights to work in New Zealand, their rights as employees and do not experience exploitation in the workplace International students know their rights relating to accommodation and how to access services to resolve accommodation disputes International students understand the pathways to employment and residency that are available to them International students can access services that provide financial advice | <p>International students achieve educational outcomes that support their future pathways and choices</p> <ul style="list-style-type: none"> International students know that the providers and courses they enrol in are high quality International students have appropriate English language skills to undertake their planned study International students achieve good educational outcomes and can access services to support pathways to further study International students experience culturally responsive services from education providers | <p>International students are safe and well</p> <ul style="list-style-type: none"> International students are aware of and can access effective healthcare that is culturally appropriate International students know how to keep safe in New Zealand International students understand New Zealand laws relating to crime and violence, their legal rights, rights to services and how to report crime International students can access safe and reliable transport | <p>International students are welcome, valued and socially connected</p> <ul style="list-style-type: none"> International students feel welcomed in New Zealand and know that their contribution is valued International student voices are heard and considered when relevant government policies and strategies are developed International students have access to information about social, cultural and religious services available to them International students feel integrated into their communities and their diversity is celebrated |

All outcomes are underpinned by the following:

Government provides trusted information for international students that underpins the delivery of services to support the outcomes of the strategy

Government ensures education providers meet their Code of Practice obligations for the pastoral care of international students to support the outcomes of the strategy

AN INTERNATIONAL EDUCATION STRATEGY for New Zealand 2018 – 2030

This International Education Strategy aims to create an environment where international education can thrive and provide economic, social and cultural benefits for all New Zealand. It builds on New Zealand’s quality education system and focuses on delivering both good education outcomes for international students and global opportunities for domestic students and our education institutions. The Strategy is underpinned by the International Student Wellbeing Strategy, and a commitment to maintaining the integrity of New Zealand’s immigration system.

GOALS



Excellent education and student experience



Sustainable growth



Global citizens

WHAT WE WILL ACHIEVE

International students receive a high-quality education

International students are welcome and safe

New Zealand delivers an excellent overall international student experience

International education is a high-value, high-quality sector, sought out for its distinctive New Zealand proposition

Regions throughout New Zealand increasingly share the benefits of international education

The international education sector flourishes through diversification of markets, people flows and innovative products and services

All students gain the knowledge, skills and capabilities they need to live, work and learn globally

International education provides stronger global connections, research links and partnerships for New Zealand

New Zealanders understand and embrace the benefits of international education

OUTCOME

A thriving and globally connected New Zealand through world-class international education

Learning Support Action Plan

The Learning Support Action Plan will drive progress towards an inclusive education system with a range of learning environments where children and young people with learning support needs, including disabilities, are welcome and where their achievement, progress, wellbeing and participation are valued and supported. This Action Plan builds on the Learning Support Delivery Model.

Drivers for change

This Action Plan brings together what we heard from stakeholders about improvements needed for learning support.

- » 2016 select committee Inquiry into Identification and Support for Students with Dyslexia, Dyspraxia and Autism Spectrum Disorders
- » 2018 Kōrero Mātauranga Education Conversation
- » Oct 2018 public consultation on the draft Disability and Learning Support Action Plan.

Building on current changes, and new investment

This Action Plan builds on:

- » the Learning Support Delivery Model developed on the basis of feedback from parents, whānau, teachers and other educators and disability representatives
- » new services for young children, their parents, whānau and teachers since 2017
- » \$283.8 million in new funding for learning support services (over four years) announced in May 2018.

Working together

- » Each of these priorities will involve further work.
- » Working with Māori to ensure the system will better support Māori learning will be vital.
- » Engaging, collaborating and, in some cases, co-designing with parents and whānau, teachers and other educators, and the disability sector will be essential to achieving these priorities.
- » The priorities must be achieved within available funding, and sequenced and phased in over time.

Priority 1: Learning Support Coordinators

1

Learning Support Coordinators (LSCs) will work together across a school cluster to ensure children and young people with learning support needs get the help they need. LSCs will work with teachers, school and kura leadership, and within the Learning Support Delivery Model to implement processes that help all children and young people progress, participate and make successful transitions.

Priority 2: Screening and early identification of learning support needs

2

Early identification and response to need has long-term benefits for children and young people. We need to be more systematic in how we identify a child's learning support needs, so they get assistance as quickly as possible. We will add a new set of screening tools to assess all children at certain stages, and work with the Ministry of Health (MoH) to ensure these are integrated into a coherent system of measurement with health checks and screening.

Priority 3: Strengthening early intervention

3

We will identify the volume, mix and additional types of services needed, including information and support for families and whānau, and build on services introduced since 2017. We will work with other agencies to integrate and provide more flexible supports eg with MoH on Mana Whaikaha, and with Te Kōhanga Reo National Trust on an awareness campaign.

Priority 4: Flexible supports for neurodiverse children and young people

4

The focus in this priority is on building the understanding and capability of early learning services, schools and kura to teach and respond to neurodiverse children and young people to progress their learning at an appropriate depth and pace.

We will work with the education and disability sectors, parents, whānau, young people and experts to develop new tools and resources for teachers, design new supports for children and young people, and address gaps in specialist services. There will need to be room for innovation and flexibility in the types of support.

We will also have some specific work streams to provide for particular needs, eg dyslexia and autism spectrum disorder.

Priority 5: Meeting the learning needs of gifted children and young people

5

We are working with sector experts to design a group of flexible supports for gifted children and young people. This work will address a current gap in support and provide new tools for teachers and other educators, whānau and their children.

Priority 6: Improving education for children and young people at risk of disengaging

6

We want to prevent disengagement at any stage of a child or young person's educational journey, improve at-risk education provision for those who need it, and ensure better support is available to help children and young people re-engage in learning. Strengthening screening and the early identification of learning support needs will help identify learning difficulties that may lead to disengagement. Providing early additional support will address the needs of children and young people with behavioural needs.

| Kōrero Mātauranga | | Learning Support Action Plan 2019-2025 | |
|---|-----------------|--|--|
| <h1>2019–2025</h1> | | | |
| We will... | Timing | | |
| Design and implement the first tranche in schools and kura. | Apr '19-Dec '21 | | |
| Monitor/evaluate the implementation of the first tranche of LSCs. Design and implement the second tranche [subject to funding]. | Jan '20-Dec '25 | | |
| We will... | Timing | | |
| Develop evidence-based screening tools reflecting Māori concepts and focused on learning needs (rather than diagnosis) [subject to funding]: | | | |
| » screening for dyslexia, dyspraxia and gifted | Jul '19-Dec '25 | | |
| » a consistent set of tools at school entry. | Jul '19-Dec '25 | | |
| Explore (through MoH initiatives) early childhood measurement (around age three) and teen health screening [subject to funding]. | From '20 | | |
| We will... | Timing | | |
| Reduce waiting times for existing early interventions. | Jul '19-Dec '25 | | |
| Improve early intervention for young children and their whānau. | Jan '19-Dec '25 | | |
| Improve alignment with MoH, MSD, Oranga Tamariki and other agencies. | Jan '19-Dec '20 | | |
| We will... | Timing | | |
| Create a comprehensive set of tools and resources to help parents, teachers and other educators to better meet the needs of neurodiverse children and young people. | Jul '19-Dec '21 | | |
| Strengthen specialist supports for children and young people with ongoing needs who don't qualify for the highest level of support and resourcing [subject to funding]. | May '20-Dec '22 | | |
| Design improvements with the Resource Teacher:Literacy service. Implement agreed improvements [subject to funding]. | Jun '20-Jun '22 | | |
| We will... | Timing | | |
| Increase access to supports for gifted children and young people by implementing an initial package of support. | Jan-Dec '19 | | |
| Implement an extended package of support for gifted children and young people. | Nov '19-Dec '20 | | |
| We will... | Timing | | |
| Review options, drawing on good practice in NZ and overseas. | Feb-Jul '19 | | |
| Co-design a more adaptable, flexible system of at-risk provision that better meets individual needs and is integrated with schools. | Feb-Oct '19 | | |
| Implement new provision, including negotiating new contracts for service provision [subject to funding]. | Jul '20-Jan '21 | | |
| Review the stand-downs, suspensions, exclusions and expulsion guidelines. | Feb-Jul '20 | | |

Executive summary

The wider changes that improve learning support

This Action Plan identifies aspects of the Government's Education Work Programme working on system-level changes that will also address issues including, Tomorrow's Schools; Curriculum, Progress and Achievement; Education Workforce Strategy; National Certificates of Educational Achievement (NCEA); Early Learning Strategic Plan; refresh of Ka Hikitia; Action Plan for Pacific Education; and Reform of Vocational Education.

Building knowledge on the right to enrol and receive an education

Ensure all trustees and school leaders build knowledge and understanding of the rights of all children and young people to enrol in and receive an education from their local school.

Building teacher confidence and capability

A greater focus on teacher professional learning will improve teaching practice for children and young people with disabilities and learning support needs.

Wellbeing

Feedback from stakeholders confirms the need for more support to provide positive learning environments that promote children and young people's wellbeing and resilience.

Improved data and information sharing


Bringing individual learners' information together in one place to allow an aggregated view of the educational needs of all children and young people.

Getting the network right

Taking a more strategic and community-based approach to identifying needs and sharing resources across schools, kura, specialist and residential schools, satellite units and learning support facilities.

Transitions and pathways out of school

Identify and close any gaps so that support and funding remain uninterrupted.



KA HIKITIA
Māori are enjoying and achieving education success as Māori, as they develop the skills to participate in the Māori, Aotearoa and the wider world.

TE WHAKAMAHI
The Māori Education Strategy is a key document for the Māori Education System. It sets out the vision, purpose and objectives of the Māori Education Strategy and provides a framework for the Māori Education System to deliver on its commitment to Māori education success.

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WORKING PAPER 2022/06 – STRATEGY MAPS: COPIES OF ALL STRATEGY MAPS FOUND IN GOVERNMENT DEPARTMENT STRATEGIES IN OPERATION AS AT 31 DECEMBER 2021

59

The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) are issued under the Education and Training Act 2020.

The NELP must be consistent with the objectives for education. These are: helping children and young people to attain their educational potential; preparing young people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.

OBJECTIVE

1

LEARNERS AT THE CENTRE

Learners with their whānau are at the centre of education

1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

2 Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

OBJECTIVE

2

BARRIER FREE ACCESS

Great education opportunities and outcomes are within reach for every learner

3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

4 Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy

* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language

OBJECTIVE

3

QUALITY TEACHING AND LEADERSHIP

Quality teaching and leadership make the difference for learners and their whānau

5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

OBJECTIVE

4

FUTURE OF LEARNING AND WORK

Learning that is relevant to the lives of New Zealanders today and throughout their lives

7 Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work

OBJECTIVE

5

WORLD CLASS INCLUSIVE PUBLIC EDUCATION

New Zealand education is trusted and sustainable

8 Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)


The NELP and TES are statutory documents enabled by the Education and Training Act 2020 that set out the Government's priorities for education. This document forms both the NELP (priorities 1-7) and the TES (priorities 1-8). Some aspects of these priorities will be more applicable to one sector than others.

The NELP is designed to guide those who govern, licensed early learning services, ngā kāhanga reo, schools and kura.

In particular, licensed early learning services are required to have regard to the NELP as part of the Governance, Management and Administration (GMA) Standard. Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters.

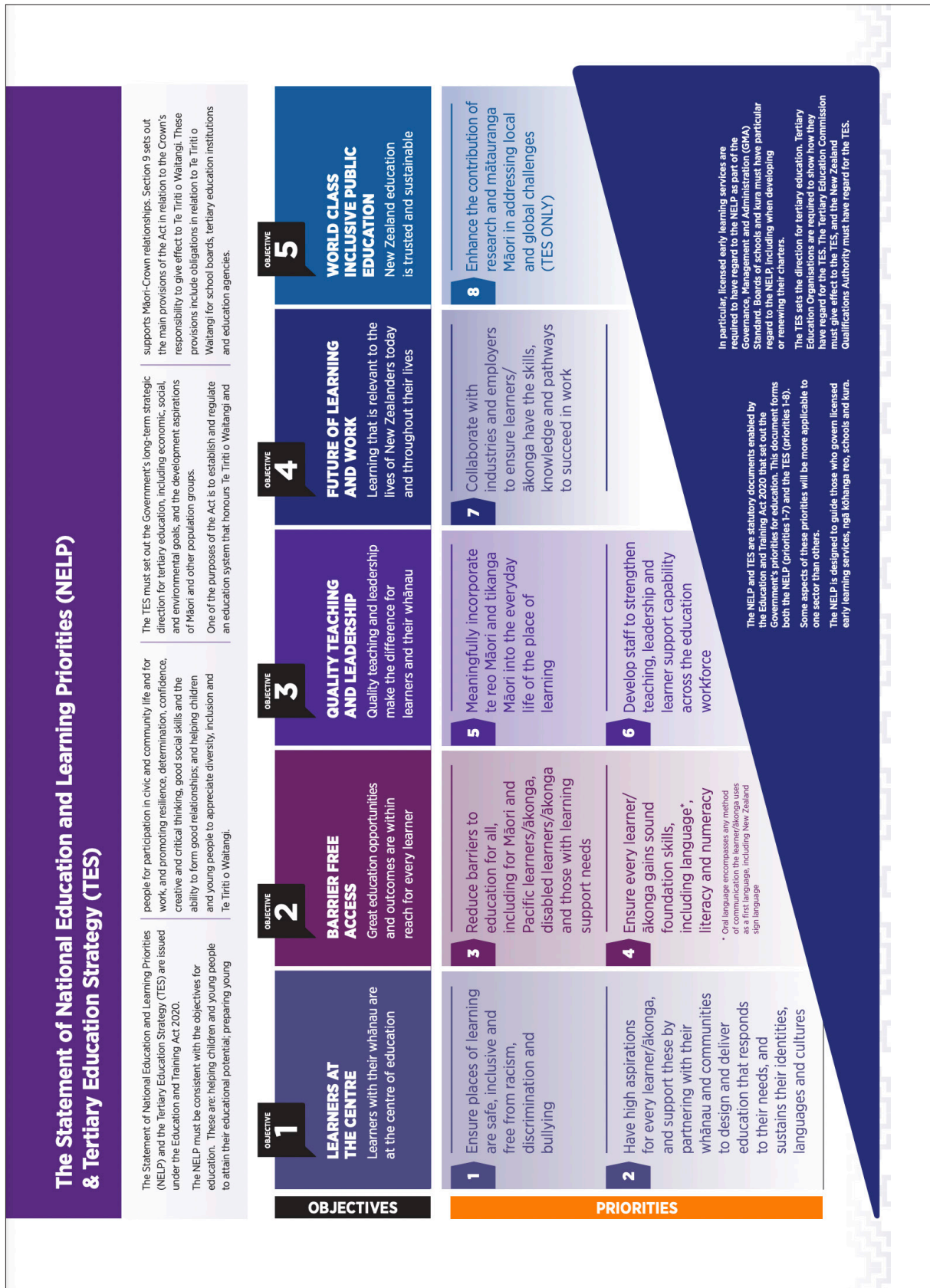
The TES sets the direction for tertiary education. Tertiary Education Grants (TEGs) are required to align with the priorities of the TES. The Tertiary Education Commission must give effect to the TES and the New Zealand Qualifications Authority must have regard for the TES.

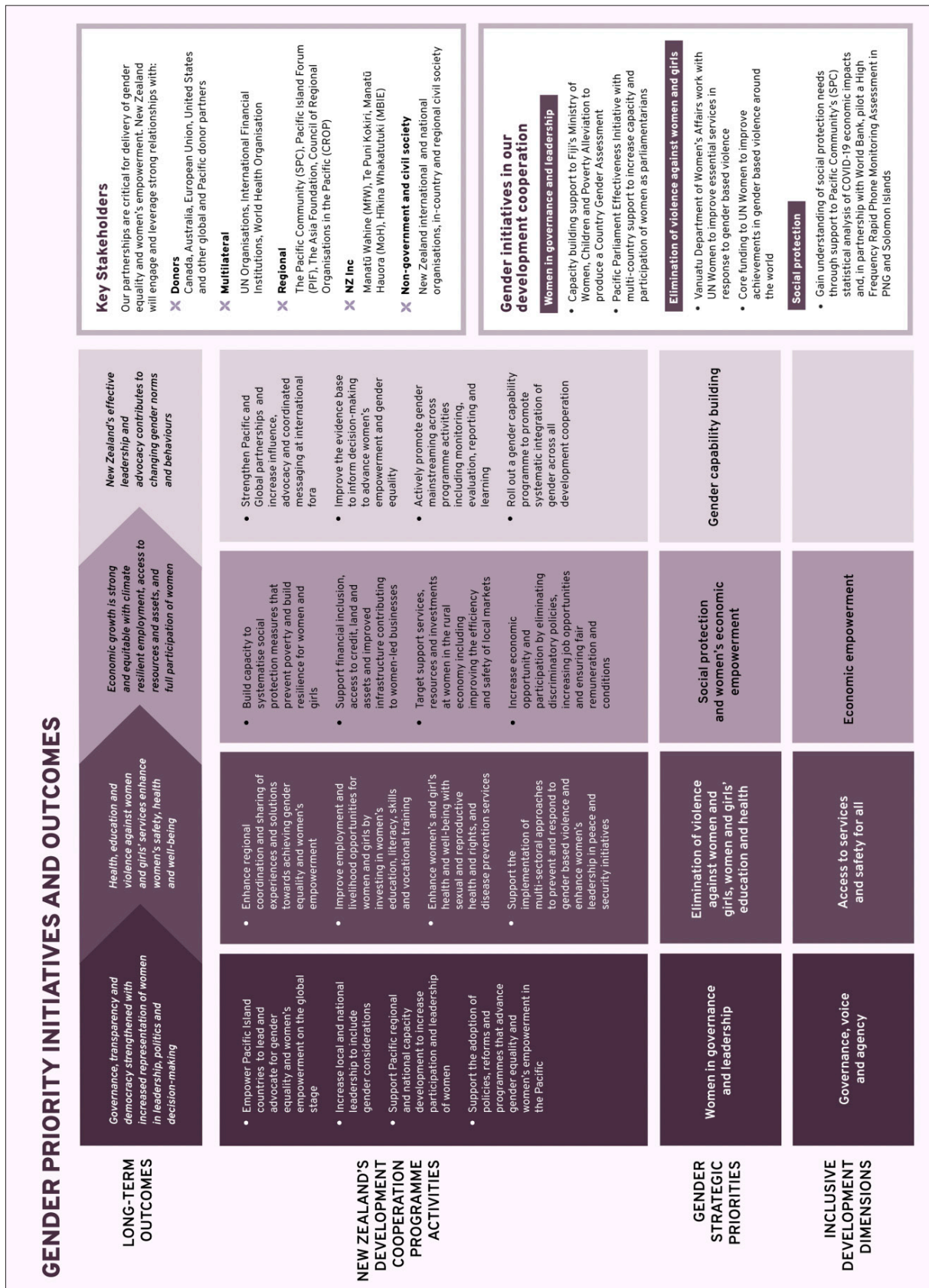
Statement of National Education and Learning Priorities and Tertiary Education Strategy

|  Implementation of the Statement of National Education and Learning Priorities in licensed early learning services | | OBJECTIVE 1 | OBJECTIVE 2 | OBJECTIVE 3 | OBJECTIVE 4 | OBJECTIVE 5 | |
|---|---|---|---|--|--|---|--|
| LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education | | LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education | BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner | QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau | FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives | WORLD CLASS INCLUSIVE PUBLIC EDUCATION New Zealand education is trusted and sustainable | |
| 1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying Ask learners/āonga, whānau and staff about their experience of racism, discrimination and bullying, and use that information to reduce these behaviours Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying Create a safe and inclusive culture where all learners/āonga and staff including those who identify as LGBTQIA+ are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong | 2 Have high aspirations for every learner/āonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures Partner with family and whānau to ensure learners/āonga can build and realise their aspirations Help staff to build their awareness of bias and low expectations, and of how these impact learners/āonga, staff and whānau Identify and respond to learner/āonga strengths, progress and whānau aspirations Build relationships with Māori, and partner with them to support rangatira, and Māori educational success as Māori | 3 Reduce barriers to education for all, including for Māori and Pacific learners/āonga, disabled learners/āonga, and those with learning support needs Make use of targeted Ministry of Education funding to reduce parental fees and help address other financial barriers, such as food, clothing and transport, and support whānau and Pacific families to apply for funding available to reduce the costs of early childhood education Ensure disabled learners/āonga and staff, those with learning support needs, and neurodiverse learners/āonga are included in their early learning service, and their needs are supported Work with whānau and Pacific families to identify and understand barriers that may prevent learners/āonga from accessing and participating in early learning | 4 Ensure every learner/āonga gains sound foundation skills, including language, literacy and numeracy Build on the language learning, literacy and numeracy skills learners/āonga experience in their own home or community, including dual or multi-lingual households, and value the cultural knowledge each child and their whānau bring to literacy education Offer multiple opportunities for interaction and conversation regularly conversing with learners/āonga using descriptive vocabulary, reading stories together, playing verbal games or singing waiata to support their language development, and incorporate regular opportunities for learners/āonga to explore symbols from their own and other cultures, including mathematical symbols Provide consistency of teachers/kaiake, educators and caregivers, so young learners/āonga can develop attachment and positive relationships to support learning and wellbeing | 5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture Provide opportunities for teachers/kaiake and educators to build their knowledge and skills in te reo Māori and tikanga Māori, and support them to strengthen their teaching practices to integrate te reo Māori into the implementation of the curriculum Talk with learners/āonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement | 6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce Identify gaps in teaching capability in need in kaiake, educators and staff to strengthen teaching, leadership and learning support Develop teacher/kaiake confidence and competence to teach diverse learners/āonga with varying needs, and to appropriately modify teaching approaches Expect and support teachers/kaiake to build their understanding of learners/āonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching | 7 Collaborate with industries and employers to ensure learners/āonga have the skills, knowledge and pathways to succeed in work No actions for early learning services | 8 Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY) |

 **Actions for early learning services**

Statement of National Education and Learning Priorities





CHILD & YOUTH WELL-BEING STRATEGIC ACTION PLAN 2021 – 2025

Child and Youth Well-being Priorities

GOAL: IMPROVING SUSTAINABLE DEVELOPMENT OUTCOMES FOR CHILDREN AND YOUTH WHO ARE MISSING OUT

Long-term outcomes



Operating Principles
New Zealand's support for child and youth well-being will:

- Use a Child Rights Based Approach
- Expand from sectoral towards coordinated multi-sectoral investments enabling Holistic Development
- Focus on where acceleration is needed towards SDGs and where indicators are worse than global averages
- Include the most excluded children and youth, in all their diversities
- Work collaboratively with partners and stakeholders
- Keep children and youth safe across all development activity and foreign policy engagement that impacts on their lives

To deliver this action plan, MFAT will:

- Take an internally coordinated approach across all programmes
- Develop mainstreaming tools to integrate a rights-based approach for children and youth across programmes
- Analyse annual investment towards outcomes and monitor progress towards outcomes
- Disaggregate Scholarships Programme and labour mobility data to understand the proportion of spend and outcomes for school-leavers and youth
- Introduce the Child & Youth Marker to track and analyse relevant activities*
- Provide technical advice and develop guidance for applying the thematic markers for 1, Child & Youth and 2, Reproductive, Maternal, Neonatal, and Child Health (RMNCH)
- Develop organisational standards for safeguarding and child protection compliance
- Advocate internationally for child and youth well-being priorities

*** Mark all activities that contribute to child and youth well-being:**

- ✕ To capture all investments, mark *all* activities that intentionally improve children and young people's well-being with the Child and Youth Marker (Principal, or significant objectives)
- ✕ Mark all activities that support reproductive, maternal, neo-natal, and child health up to five years with the RMNCH Marker *in addition* to the Child and Youth Marker

Long-term outcomes

Political empowerment

Children and young people are represented in decision-making at all levels and lead and participate in movements for change

Social empowerment

Children and young people are positively connected with others in society and have equal access to service delivery that advances their development with safety and dignity

Economic empowerment

Equitable opportunities enable young people and parents to earn income and participate in the workforce

How MFAT will deliver Child and Youth Well-being Priorities

| | |
|-------------------------|---|
| NGO Partnerships | <ul style="list-style-type: none"> • The Partnering for Impact <i>mahi</i> is a clear opportunity for targeted programming in the priority areas. We will support our partners to deliver impactful programmes at community level that focus on children and youth who are missing out, child and youth influence, child protection, youth and family livelihoods, safe adolescent and youth development, child and adolescent nutrition, mental health, and shadow reporting (CRC) |
| Pacific Regional | <ul style="list-style-type: none"> • We will support regional institutions to deliver technical assistance to PLCs, and for regional coordination on priorities for children and youth: youth employment; child and youth influence; youth policies; sexual and reproductive health and rights; and child and youth mainstreaming |
| Multilateral | <ul style="list-style-type: none"> • We will continue support to multilateral institutions to deliver multi-sectoral programming in early childhood development (ECD), child protection, and system-building including CRC implementation and reporting • We will advocate internationally for child and youth well-being priorities |
| Sector Thematic | <ul style="list-style-type: none"> • Our programmes in education and child health are maintained as principal thematic investment and can be expanded in the priority areas • We will mainstream child and youth well-being across other sector thematic programmes to enhance holistic development outcomes eg. Industry & Innovation, Infrastructure & Energy, Oceans & Fisheries |
| Bilateral | <ul style="list-style-type: none"> • Where country priorities include governance and system-building, including social protection, for children and youth, and where governments determine resource needs or policy reform targets, we will work to respond through our development programme of support. • HEF funds can be used to reach those most at risk of being left behind, and enable voices of children and youth to influence decision-making • Ensure safeguarding where policy settings have both domestic and international implications affecting the lives of children and youth, with a focus on adoption and associated child welfare issues |
| Global | <ul style="list-style-type: none"> • We will focus on mainstreaming to integrate child and youth well-being across development programming where appropriate • We will support where national efforts seek to focus on tertiary education avenues for school-leavers |

Key Partners: Young people and organisations representing children and youth, governments, UNICEF, Pacific Community (SPC), International Planned Parenthood Federation (IPPF), New Zealand & local NGOs, Oranga Tamariki, Ministry of Business, Innovation and Employment, Ministry for Pacific Peoples, Ministry of Justice, private sector, Commonwealth Secretariat

Figure 1: The framework of the New Zealand Suicide Prevention Strategy

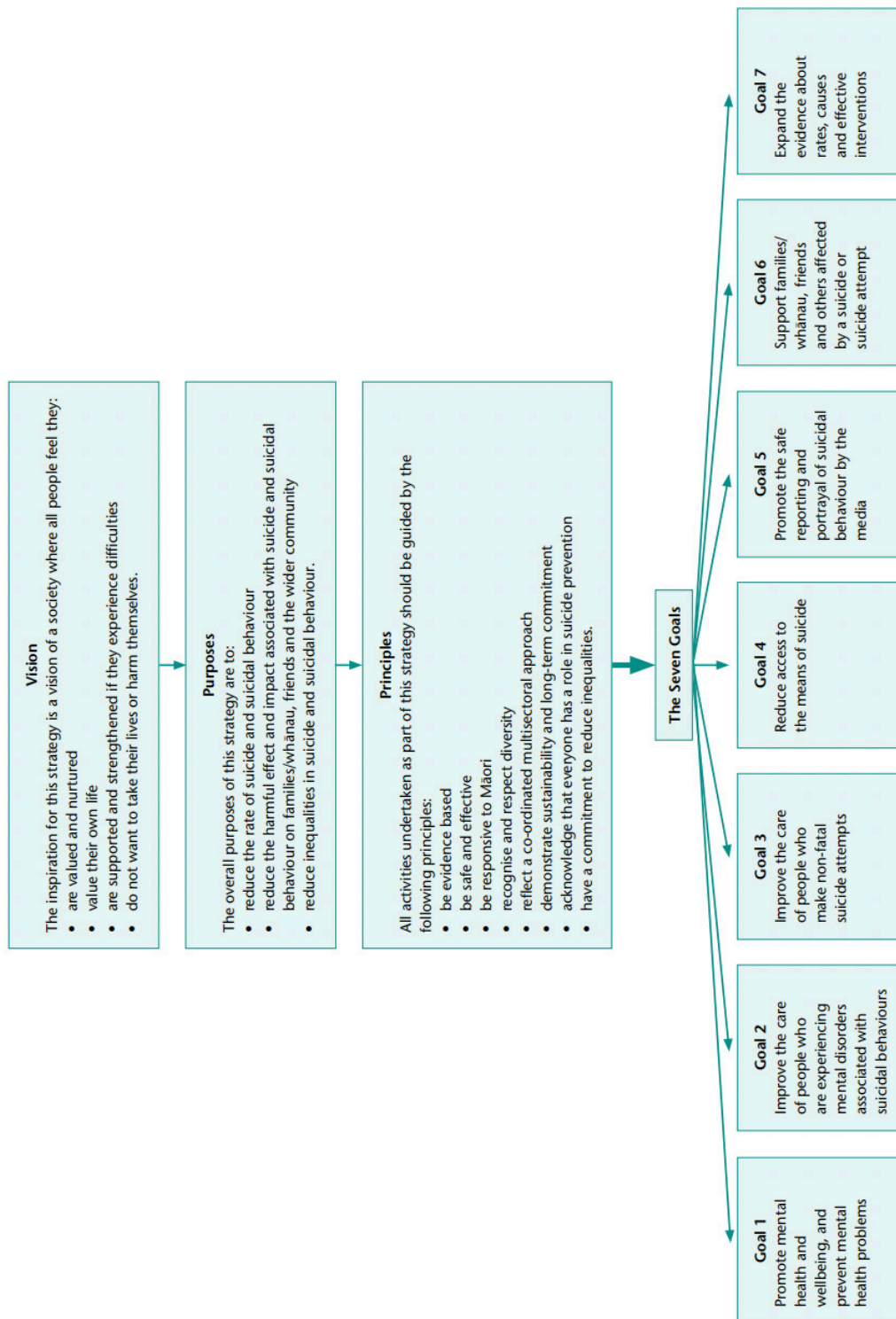
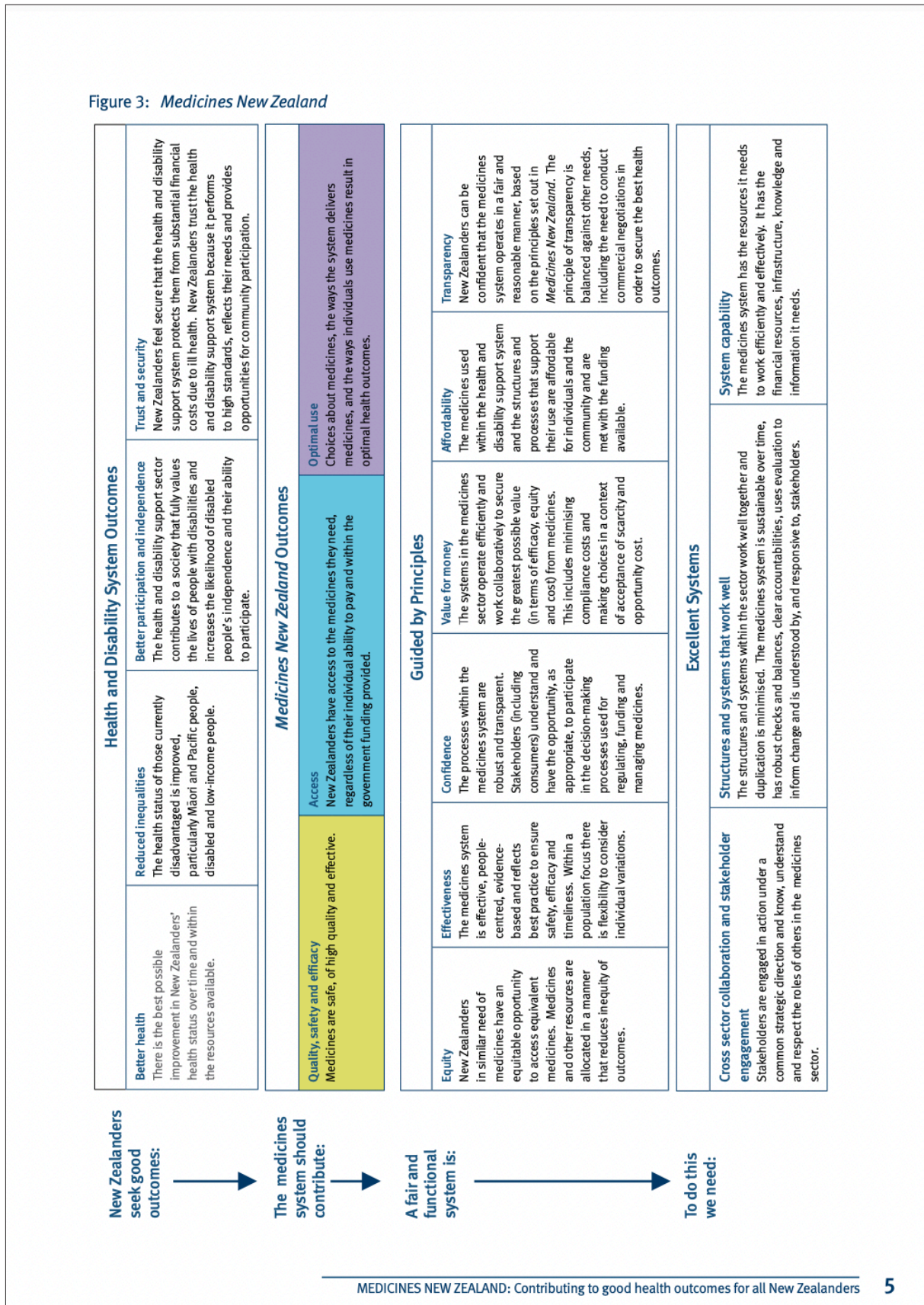
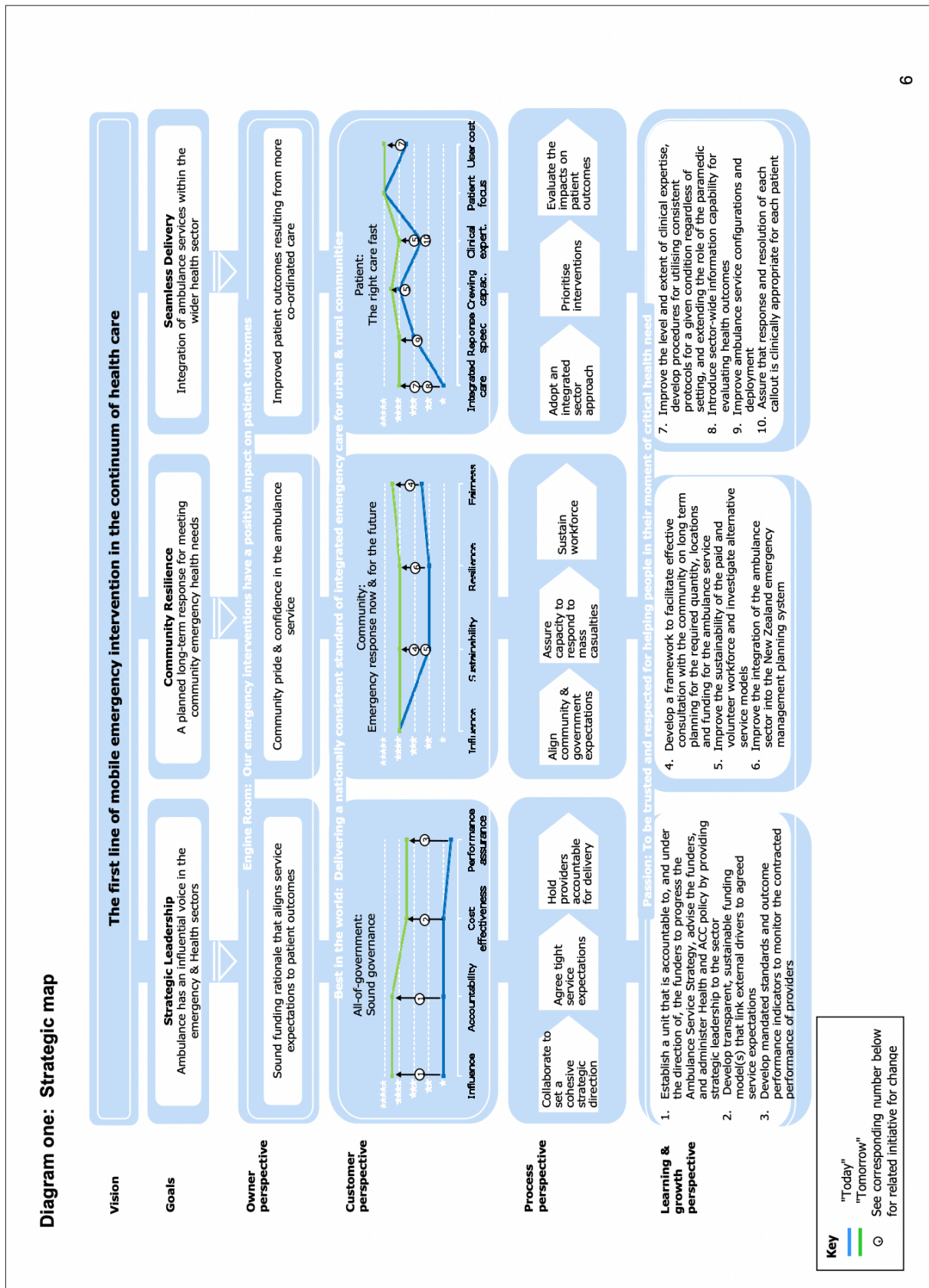
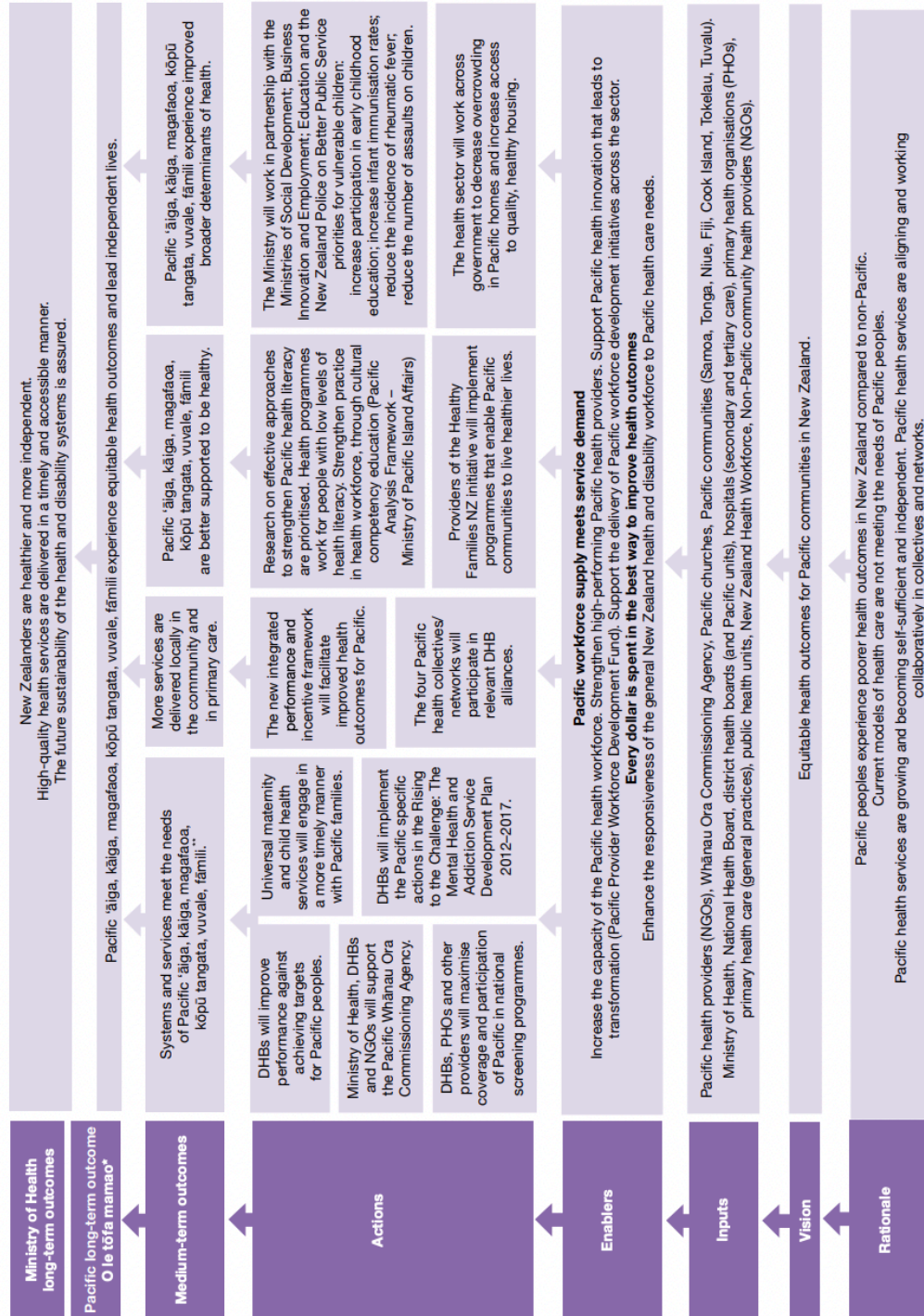


Figure 3: Medicines New Zealand

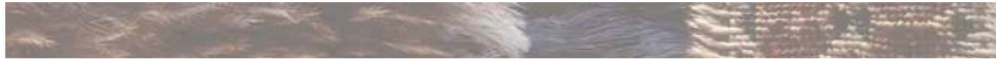




Outcomes framework



* O le tōfa mamao means long-term view/outcome in Samoan.
 ** 'āiga, kāiga, magafaoa, kōpū tangata, vuvale, fāmili mean 'family' in Samoan, Tokelauan and Tuvaluan, Cook Island Māori, Fijian and Tongan respectively.

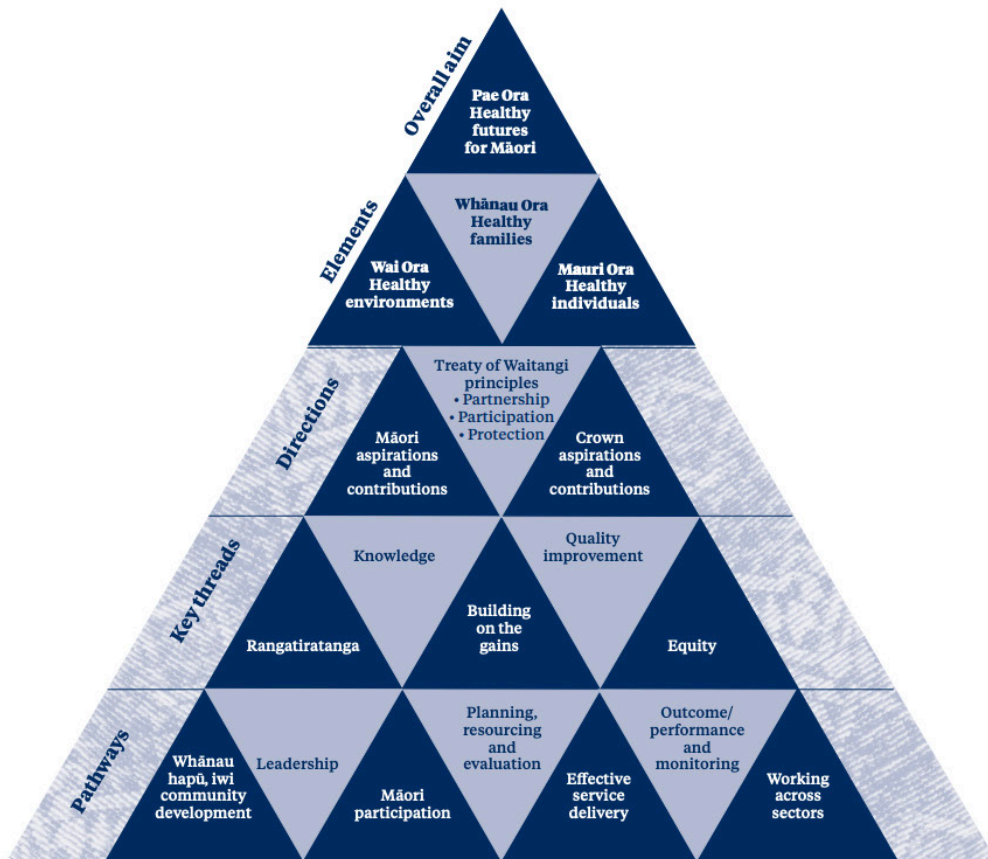


The overarching aim

Pae ora – healthy futures

Pae ora is the Government’s vision for Māori health. It provides a platform for Māori to live with good health and wellbeing in an environment that supports a good quality of life. Pae ora encourages everyone in the health and disability sector to work collaboratively, to think beyond narrow definitions of health, and to provide high-quality and effective services.

Pae ora is a holistic concept and includes three interconnected elements: mauri ora – healthy individuals; whānau ora – healthy families; and wai ora – healthy environments. All three elements of pae ora are interconnected and mutually reinforcing, and further strengthen the strategic direction for Māori health for the future.



4. New Zealand Cancer Plan – a framework for action

4.1 The vision: better, faster cancer care

The NZ Cancer Plan **aims** to ensure all people have timely access to excellent cancer services that will enable them to live better and longer.

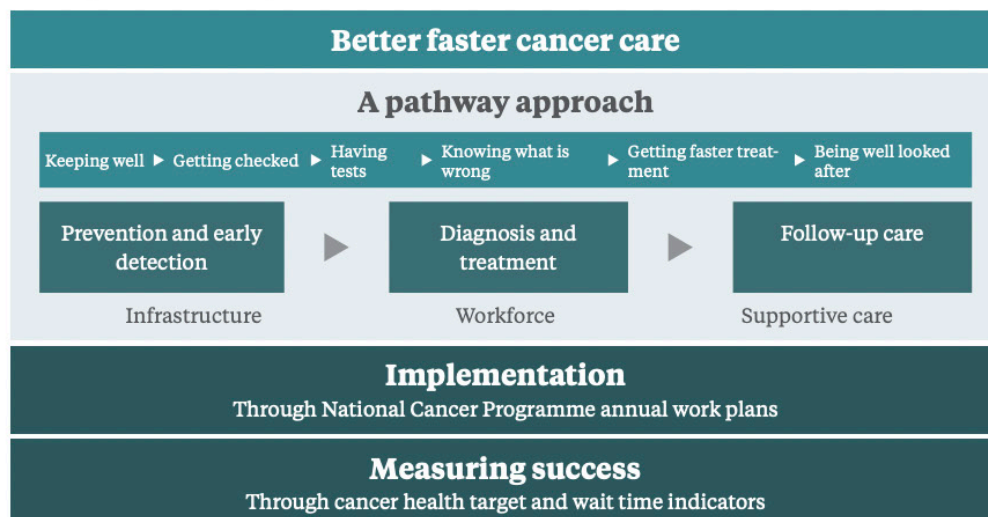
The NZ Cancer Plan will **achieve** this by taking a patient pathway approach and focusing on:

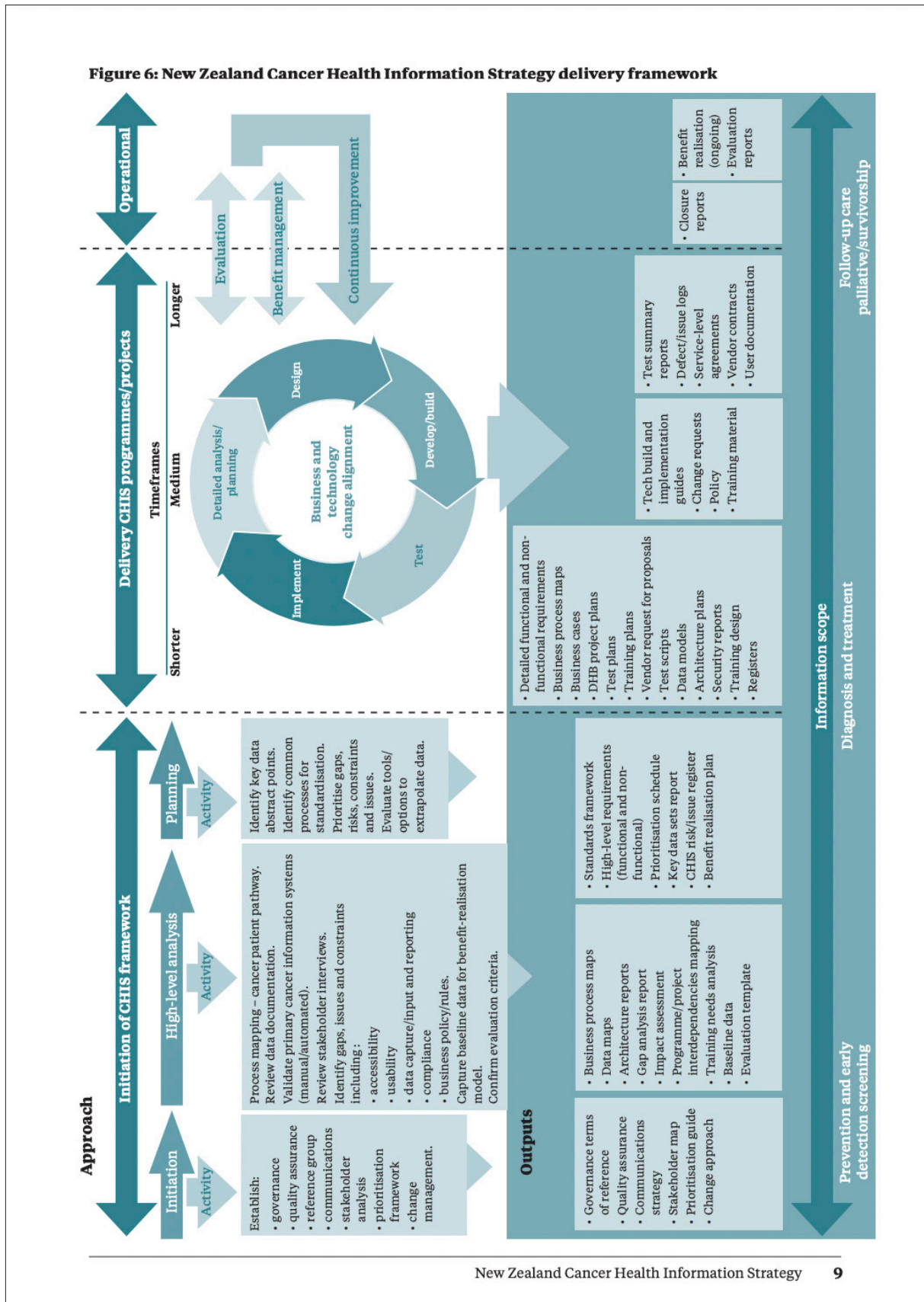
- prevention and early detection
- diagnosis and treatment
- follow-up care.

The NZ Cancer Plan is **supported** by the following system enablers:

- infrastructure
- workforce
- supportive care.

The diagram below sums up this framework.





NEW ZEALAND DISABILITY STRATEGY 2016-2026

Figure 1 | Disability Strategy Framework

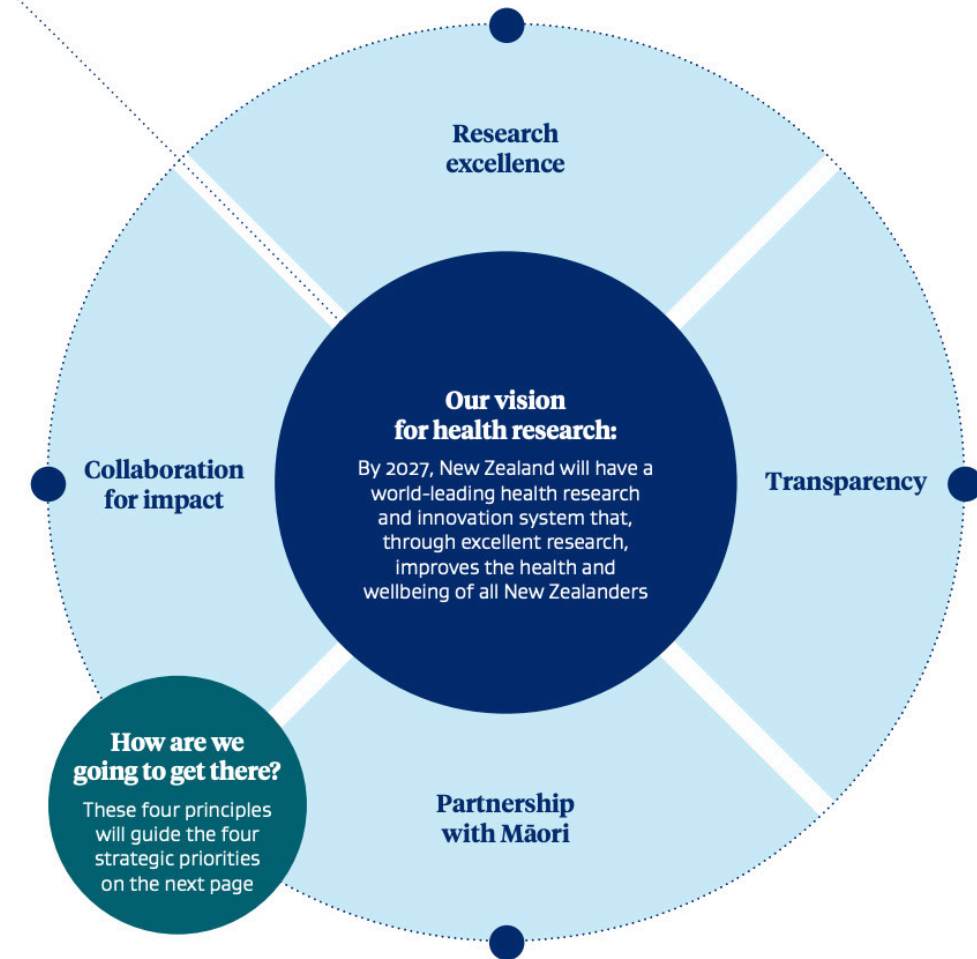


Our outcomes – priorities for change

Figure 3 | Interconnections of outcomes



Where are we heading?



| New Zealand Health Research Strategy | |
|---------------------------------------|---|
| Strategic priority 1 | Invest in excellent health research that addresses the health needs of all New Zealanders ACTION 1: Prioritise investments through an inclusive priority-setting process. ACTION 2: Invest in research for healthy futures for Māori. ACTION 3: Invest in research that results in equitable outcomes for Pacific peoples and help them to lead independent lives. ACTION 4: Develop and sustain a strong health research workforce. |
| Strategic priority 2 | Create a vibrant research environment in the health sector ACTION 5: Strengthen health sector participation in research and innovation. ACTION 6: Strengthen the clinical research environment and health services research. |
| Strategic priority 3 | Build and strengthen pathways for translating research findings into policy and practice ACTION 7: Enable and embed translation across the health sector. |
| Strategic priority 4 | Advance innovative ideas and commercial opportunities ACTION 8: Support transformative and innovative ideas. ACTION 9: Create more industry partnerships. ACTION 10: Strengthen platforms for commercialising innovations. |

Figure 1: New Zealand strategic approach to a pandemic

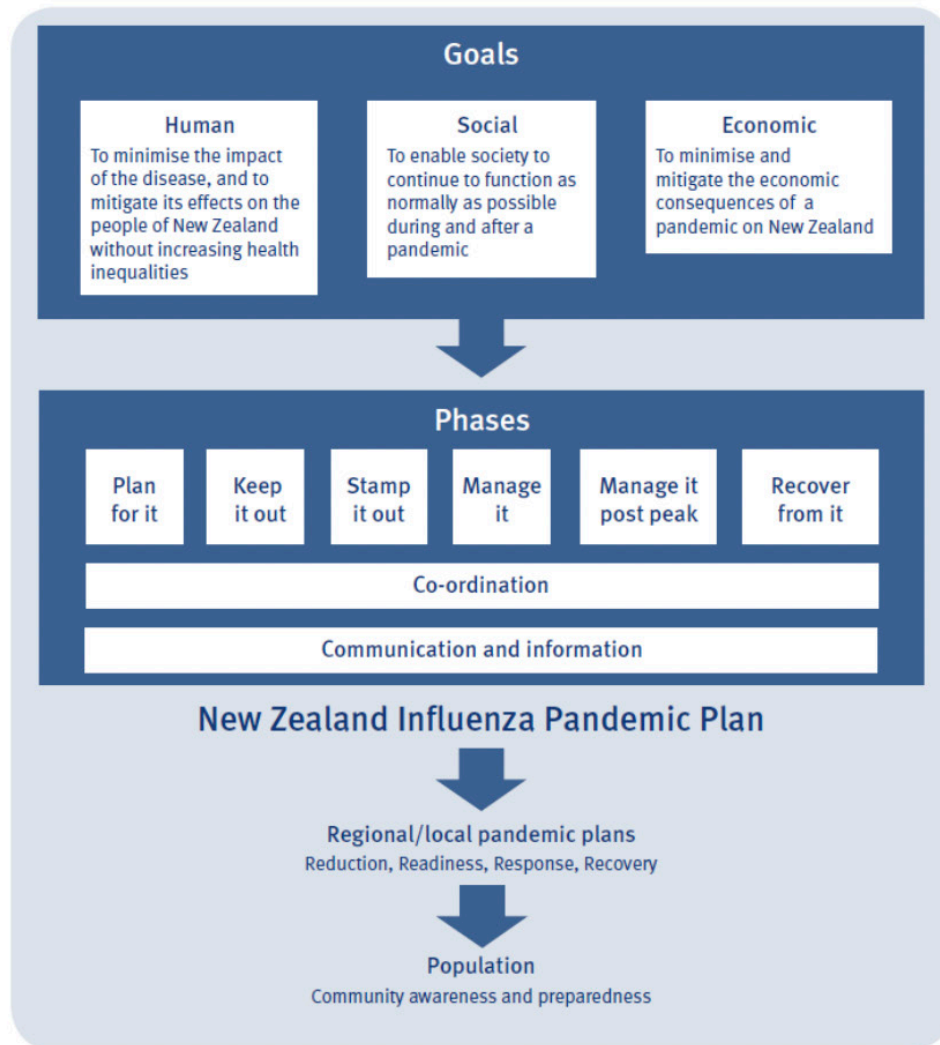


Table 2: Six-phase strategy of New Zealand pandemic planning

| Phase | Potential trigger | Specific objectives |
|--|--|---|
| Plan For It Planning and preparedness | Level of influenza at normal seasonal levels | Plan and prepare to reduce the health, social and economic impact of a pandemic on New Zealand Deal with disease in animals, if required |
| Keep It Out Border management | Sustained human-to-human transmission of a novel influenza virus overseas in two or more countries | Prevent, or delay to the greatest extent possible, the arrival of the pandemic virus in New Zealand |
| Stamp It Out Cluster control | Novel influenza virus or pandemic virus detected in case(s) in New Zealand | Control and/or eliminate any clusters found in New Zealand |

Mental Health and Addiction Workforce Action Plan: Intervention logic

New Zealand Health Strategy: All New Zealanders live well, stay well, get well in a system that is people-powered, provides services closer to home, is designed for value and high performance, and works as one team in smart system.

People are thriving and experience wellbeing

Outcomes: What are our goals for New Zealanders?

New Zealanders experience joined-up care and support delivered by an integrated, competent, capable, high-quality and motivated health workforce focused on improving health and wellbeing

Pae ora – healthy futures

Mauri ora (healthy individuals)

Whānau ora (healthy families)

Wai ora (healthy environments)

Impacts: What difference will it make?

| | | | | | | | |
|---|---|---|---|---|---|---|--|
| 1 | A workforce that is focused on people and improved outcomes | 2 | A workforce that is integrated and connected across the continuum | 3 | A workforce that is competent and capable | 4 | A workforce that is the right size and skill mix |
|---|---|---|---|---|---|---|--|

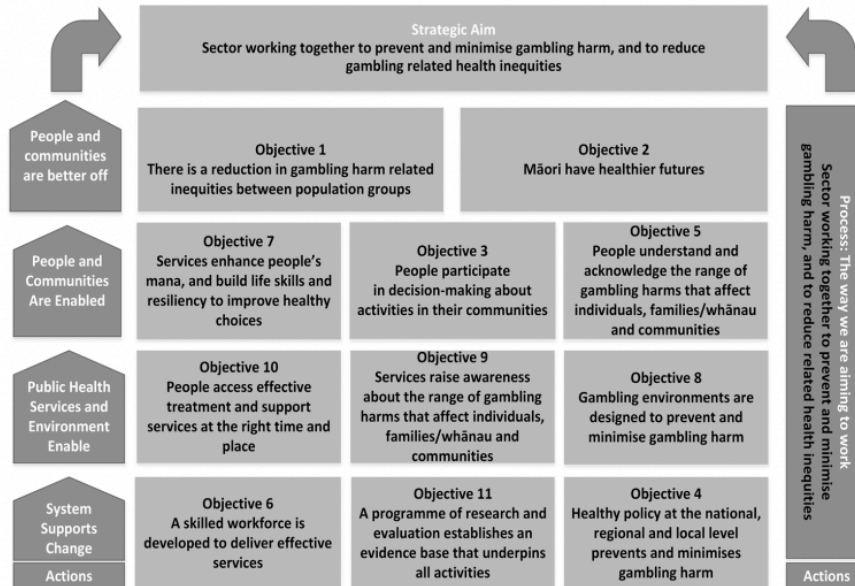
Outputs: What actions are we taking?

| | | | | | | | |
|-----|--|-----|---|-----|---|-----|--|
| 1.1 | Implement an outcomes approach by commissioning workforce development in line with the New Zealand Health Strategy and national frameworks. | 2.1 | Enable a more mobile, responsive workforce that can adapt to new models of care. | 3.1 | Build capability across the health workforce to respond to mental health, addiction and physical health issues. | 4.1 | Use workforce data to understand the current and future size and skill mix of the workforce. |
| 1.2 | Develop strong leadership programmes and pathways at all levels to support the changing environment. | 2.2 | Strengthen collaborative ways of working to deliver coordinated and integrated responses. | 3.2 | Support the development of the primary and community workforce to respond effectively and facilitate access to appropriate responses. | 4.2 | Grow and develop the Māori workforce. |
| 1.3 | Use data gathered to revise and adapt the workforce development infrastructure (national, regional and local) to ensure expected outcomes are being met. | 2.3 | Facilitate health and other agencies to share information, knowledge and resources they can use to address the social determinants of health. | 3.3 | Strengthen and sustain the capability and competence of the mental health and addiction workforce. | 4.3 | Develop recruitment and retention strategies to address shortages and grow the Pacific, peer and consumer workforces. |
| | | | | 3.4 | Strengthen the workforce's capability to work in multidisciplinary ways. | 4.4 | Develop mental health and addiction career pathways both for those already working in health and social services and for new recruits. |

- Objective 5:** People understand and acknowledge the range of gambling harms that affect individuals, families, whānau and communities.
- Objective 6:** A skilled workforce is developed to deliver effective services to prevent and minimise gambling harm.
- Objective 7:** Services enhance people’s mana and build life skills and resiliency to improve healthy choices that prevent and minimise gambling harm.
- Objective 8:** Gambling environments are designed to prevent and minimise gambling harm.
- Objective 9:** Services raise awareness about the signs and range of gambling harms that affect individuals, families, whānau and communities, and how to respond.
- Objective 10:** People access effective treatment and support services at the right time and place.
- Objective 11:** A programme of research and evaluation establishes an evidence base that underpins all activities to prevent and minimises gambling harm.

Figure 4 shows how the strategic objectives described above contribute to the strategy’s key outcomes and goal.

Figure 4: Framework for organising the strategic objectives



Every Life Matters framework

Vision

We believe that every life matters and, by working together, we can achieve a future where there is no suicide in Aotearoa New Zealand.

Whakataukī

Tirohia te pae whānui, tuātui te pō.
Tūramarama ki te ora, whakamauā kia tīnā!
See the broad horizon (beyond the darkness), hold on to life!

Outcomes

Reduced suicide rate

Wellbeing for all

Focus areas

Building a strong system...

National leadership

Using evidence to make a difference

Developing the workforce

Evaluation and monitoring

...that supports wellbeing and responds to people's needs

Suicide prevention continuum

Promotion
Promoting wellbeing

Prevention
Responding to suicidal distress

Intervention
Responding to suicidal behaviour

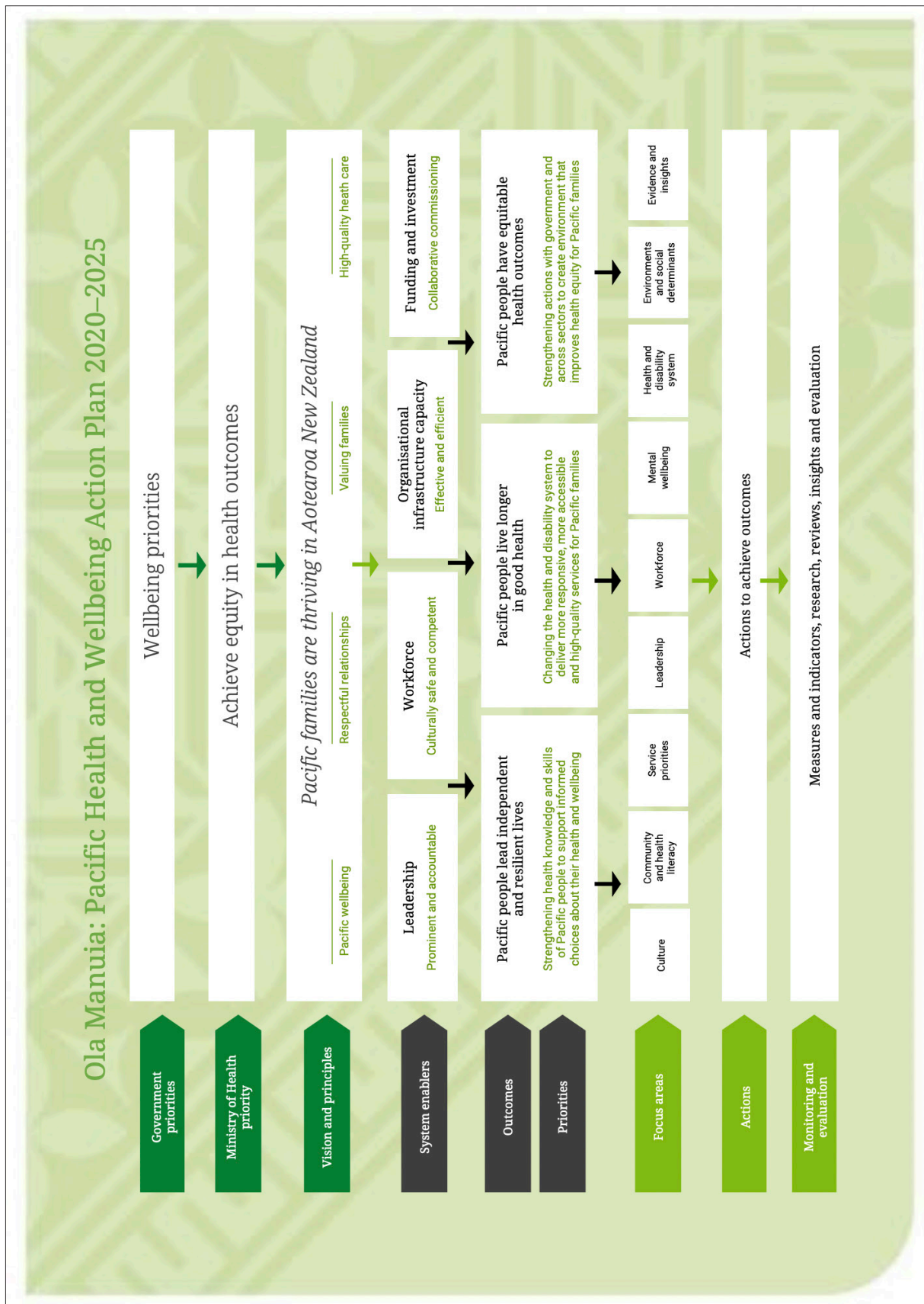
Postvention
Supporting after a suicide

Collective ownership

The following values and shared ways of working must underpin the implementation of *Every Life Matters*.

Mahi tahi – Working together
Hautūtanga Māori – Māori leadership
Poipoi wairua – Trauma-informed
Mauri ora – healthy individuals

Whānau ora – whānau, family and community-centred
Wai ora – healthy environments
Rangatiratanga – people powered
Whakamana tāngata – treating people with dignity





Pae Ora
Healthy futures

We live longer in good health
We have improved quality of life
We have health equity for Māori and all other people.

Tā Tātau Rautaki
Our Strategy

Our purpose
Kaitiaki of the health and disability system in Aotearoa New Zealand

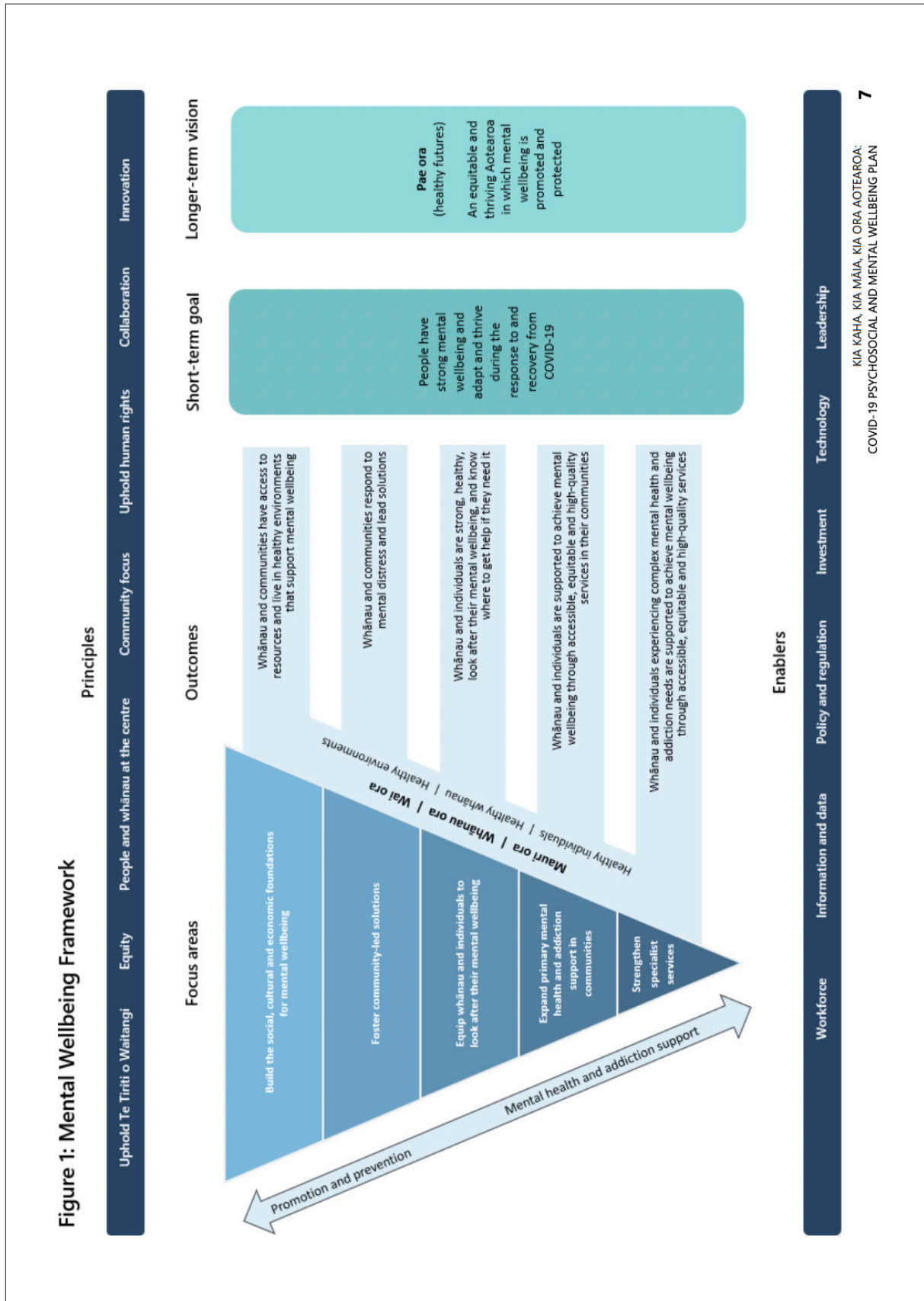
Our mission
A fair, effective and sustainable system that people trust

Our values
Whakapono | Manaakitanga | Kōkiri ngātahi | Kaitiakitanga

| | |
|---|--|
| <p>We want</p> <ul style="list-style-type: none">• Improved equity in health outcomes and independence for Māori and all other people• Sustainable and safe health and disability services• An integrated, collaborative and innovative health and disability system• People-centred services, support and advice that meet the needs of everyone | <p>We will</p> <ul style="list-style-type: none">• Build capability to engage meaningfully with Māori• Work with our stakeholders to achieve shared goals• Support our people to succeed• Ensure data insights and evidence drive our decisions• Invest in robust and functional technology• Make the Ministry a great place to work |
|---|--|


MINISTRY OF HEALTH
MANATŪ HAUORA


*Best practice example of the following feature: identification of intangible factors and department capabilities



*Best practice example of the following feature: communication of strategic priorities



Smokefree Aotearoa 2025 Framework



Smokefree Aotearoa 2025

Our vision

Eliminate the harm smoked tobacco products cause our communities by transforming Aotearoa New Zealand to a smokefree nation by 2025







Our goal

By 2025, daily smoking prevalence is less than five percent for all population groups in New Zealand²

Our outcomes

| | | |
|---|--|---|
| Eliminate inequities in smoking rates and smoking-related illnesses | Create a smokefree generation by increasing the number of children and young people who remain smokefree | Increase the number of people who successfully quit smoking |
|---|--|---|

Our focus areas

| | | | | | |
|---|---|---|---|--|---|
|  |  |  |  |  |  |
| 1: Ensure Māori leadership and decision-making at all levels | 2: Increase health promotion and community mobilisation | 3: Increase evidence-based stop smoking services | 4: Reduce the addictiveness and appeal of smoked tobacco products | 5: Reduce the availability of smoked tobacco products | 6: Ensure manufacturers, importers and retailers meet their legal obligations |

Te Tiriti o Waitangi principles that apply to our work

| | | | | |
|---------------------|--------|-------------------|---------|-------------|
| Tino rangatiratanga | Equity | Active protection | Options | Partnership |
|---------------------|--------|-------------------|---------|-------------|

² The prevalence goal is for smoking; it excludes vaping and the use of smokeless tobacco products.

Te titiro whānui ki te tauākī kaupapa here a te kāwanatanga

Te whakakitenga: E noho ana a Aotearoa whānui ki tētahi kāinga, i roto i tētahi hapori e hāngai nei ki ōna manako me ōna wawata.

Ngā hua

Ngā hapori tōnui

E noho ana te katoa ki ngā hapori e hāngai ana ki ngā manako. Ko ngā wāhi e noho nei te tangata he āhei nui, ā, e tūhono ana ki te mahi, ki te mātauranga me ngā āheinga pāpori, ahurea anō hoki. Ka whanake pai rātau i roto i ngā herengā ā-taiao, ka tautoko hoki i ā tātau tikanga me ngā tuku ihotanga, ā, e manawaroa ana ki ngā pūmate māori, me te āwhina hoki i a mātau ki te whakaheke i ngā tukunga, whakahāngai hoki ki ngā pānga o ngā panonitanga āhuarangi.

Te oranga mā roto mai i ngā mahi whare

E noho ana te katoa ki tētahi kāinga, rēti mai, hoko mai, waihoki, he whena, he utu-ngāwari. E taunaki ana te kounga, te āhei, te rahi me ngā āhuatanga o ō tātau kāinga i te tangata me ngā whānau kia ora ai, kia angitū ai.

Te whai whare Māori mā te whakahoahoa

E mahi tahi ana te Māori me te Karauna hei hoa haere e whāia ai e ngā whānau ngā kāinga haumarū, hauora, utu-pai anō, ā, he nohonga pūmau. E arahina ana ngā urupare whai whare Māori e te Māori tonu, ā, e tukua ana i te rohe tonu. E āhei ana te Māori te whakamahi i ā rātau anō rawa me ō rātau anō whenua Māori hei haumi atu ki ngā urupare whai whare, hei tautoko anō hoki i ngā urupare whai whare.

He pūnaha takatū, urupare anō hoki

Kua kōmitimiti te pūnaha, ka panoni i a ia anō, ā, ka whakatutuki hei urupare ki ngā wero e pihī ake ana, hei urupare hoki ki ngā āheinga. E hāngai ana ngā panonitanga whakamahi-whenua, ngā hanganga me te putunga whare ki ngā hiahia, ka mutu, kua tika te whakamaheretia, kua tika hoki te whakaritea.

Ngā Aronga

Te whakaū i te hanganga o ngā kāinga utu-ngāwari

Te whakaū i te hāngai o ngā whare ki ngā hiahia

Te whakaū i tā te tangata whai i ngā kāinga whena, utu-ngāwari anō hoki

Te whakamahere me te haumi atu ki ō tātau taiwhanga

Te tautoko i ngā whānau kia whai i tētahi kāinga haumarū, hauora, utu-ngāwari, ā, he nohonga pūmau

Te whakamana anō i te wāhi o te whai whare hei kāinga, tērā i tētahi rawa pūtea

Ngā Ara Mahi

Te Maihi o te Whare Māori (MAIHI)

Ka whakamanahia te hitori o te whai whare Māori, me te aha, ka whai urupare ki aua hiahia mā ngā rautaki kaupapa Māori. Ko tā MAIHI he whakatauiria i te whakatōpū a ngā umanga me te mahi tahi ki te Māori hei whakapiki i te putunga whare.

Te whakahoahoa ā-wāhi

Ka whai wāhi, ka whakawhanake hoki ngā hapori i ngā urupare kāinga, whare tāone whai hua ki ia wāhi; ka whakawhanake ngātahitia ngā urupare, ā, aro pū ana ki te whakatutuki i ō rātau hiahia.

Ngā hononga motuhenga, hononga mauroa

Ka puta ngā hua i ngā hononga whai kiko, i te tuituia o ngā mahere, i ngā haumitanga me ngā whakatau, ā, ka tautoko i te whakawhānuitanga o te āhei me te wātea puta noa i te pūnaha.

He pūtea toitū

E pakihwi tahi ana te pūtea toitū tūmatanui, tūmataiti hoki ki ngā whakahoutanga ā-ture, ā-pūnaha anō hoki hei taunaki, hei manawarū anō hoki i ngā hua kāinga, hua whare tāone anō hoki.

Overview of the Government Policy Statement on Housing and Urban Development

Vision: Everyone in Aotearoa New Zealand lives in a home, and within a community, that meets their needs and aspirations.

Outcomes

Thriving and resilient communities

Everyone is living in communities that meet their needs. The places where people live are accessible and connected to employment, education, social and cultural opportunities. They grow and change well within environmental limits, support our culture and heritage, are resilient to natural hazards, and help us reduce emissions and adapt to the impacts of a changing climate.

Wellbeing through housing

Everyone lives in a home, whether rented or owned, that is stable and affordable. The quality, accessibility, size, and features of our homes support people and families to live healthy, successful lives.

Māori housing through partnership

Māori and the Crown are working together in partnership to ensure all whānau have safe, healthy affordable homes with secure tenure. Māori housing solutions are led by Māori and are delivered locally. Māori are able to use their own assets and whenua Māori to invest in and support housing solutions.

An adaptive and responsive system

The system is integrated, self-adjusting and delivers in response to emerging challenges and opportunities. Land-use change, infrastructure and housing supply is responsive to demand, well planned and well regulated.

Focus Areas

Ensure more affordable homes are built

Ensure houses meet needs

Enable people into stable, affordable homes

Plan and invest in our places

Support whānau to have safe, healthy, affordable homes with secure tenure

Re-establish housing's primary role as a home rather than a financial asset

Ways of working

Te Maihi o te Whare Māori (MAIHI)

Acknowledges the history of Māori housing and responds to these needs through kaupapa Māori approaches. MAIHI sets a precedent for collaborating across agencies and working with Māori to increase housing supply.

Place-based approaches

Communities access and develop housing and urban solutions that work for them in each place. Solutions are developed collaboratively and are targeted to meet their needs.

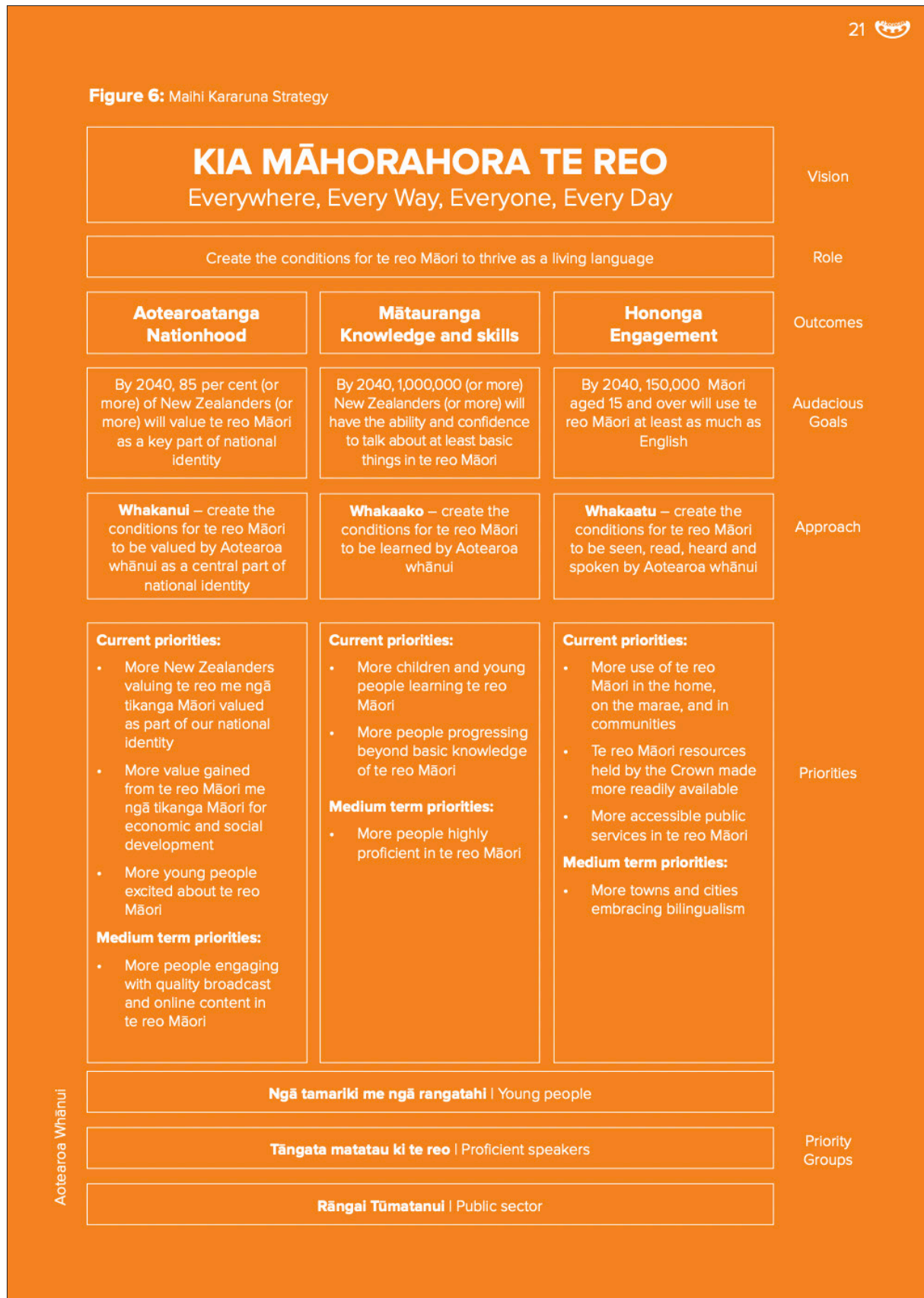
Genuine and enduring relationships

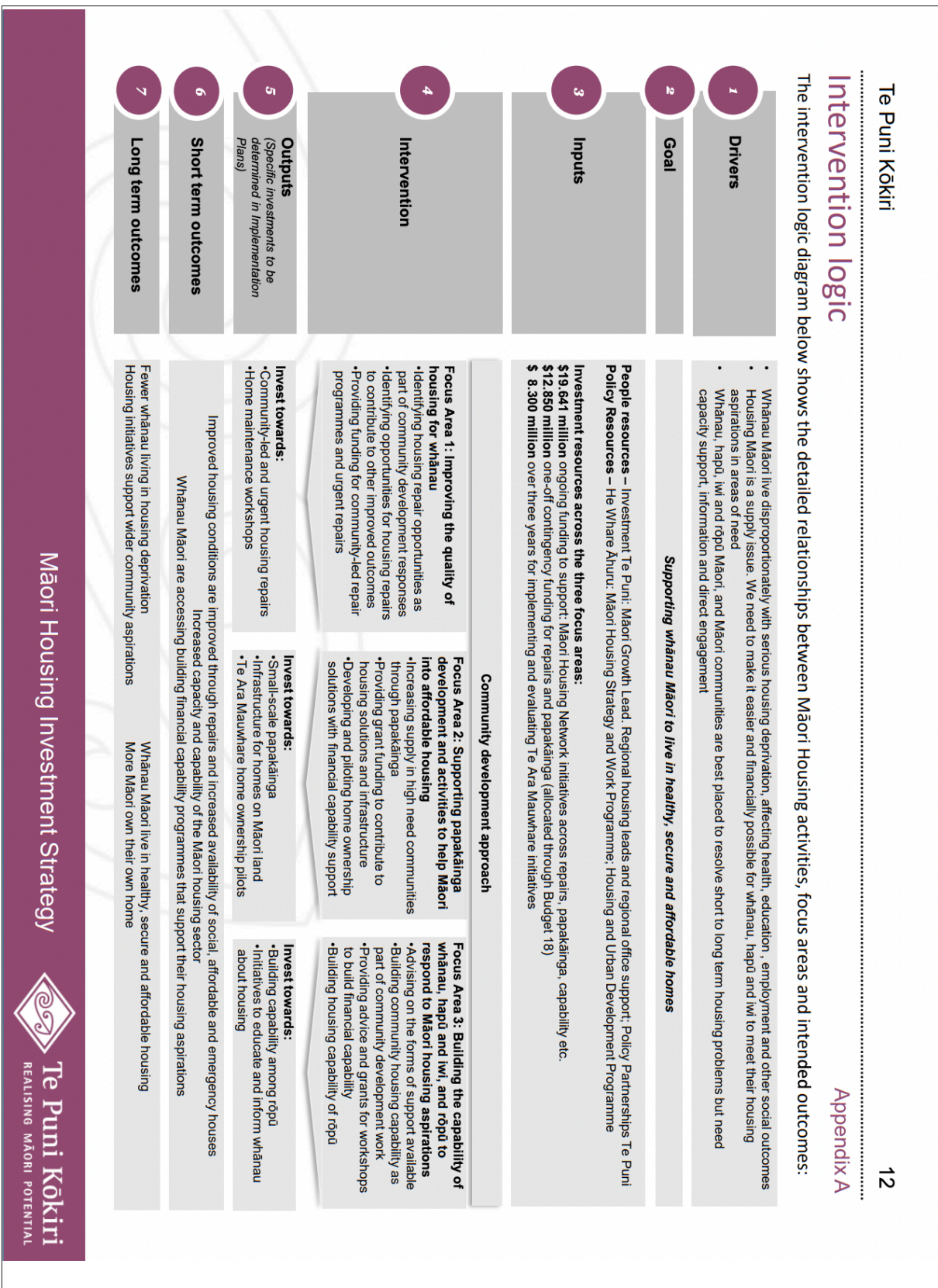
Effective relationships, and co-ordinated planning, investment and decision-making deliver outcomes and support capability and capacity building across the system.

Sustainable and reliable funding

Long-term certain and sustainable public and private funding is paired with regulatory and system reforms to support and incentivise housing and urban development outcomes.

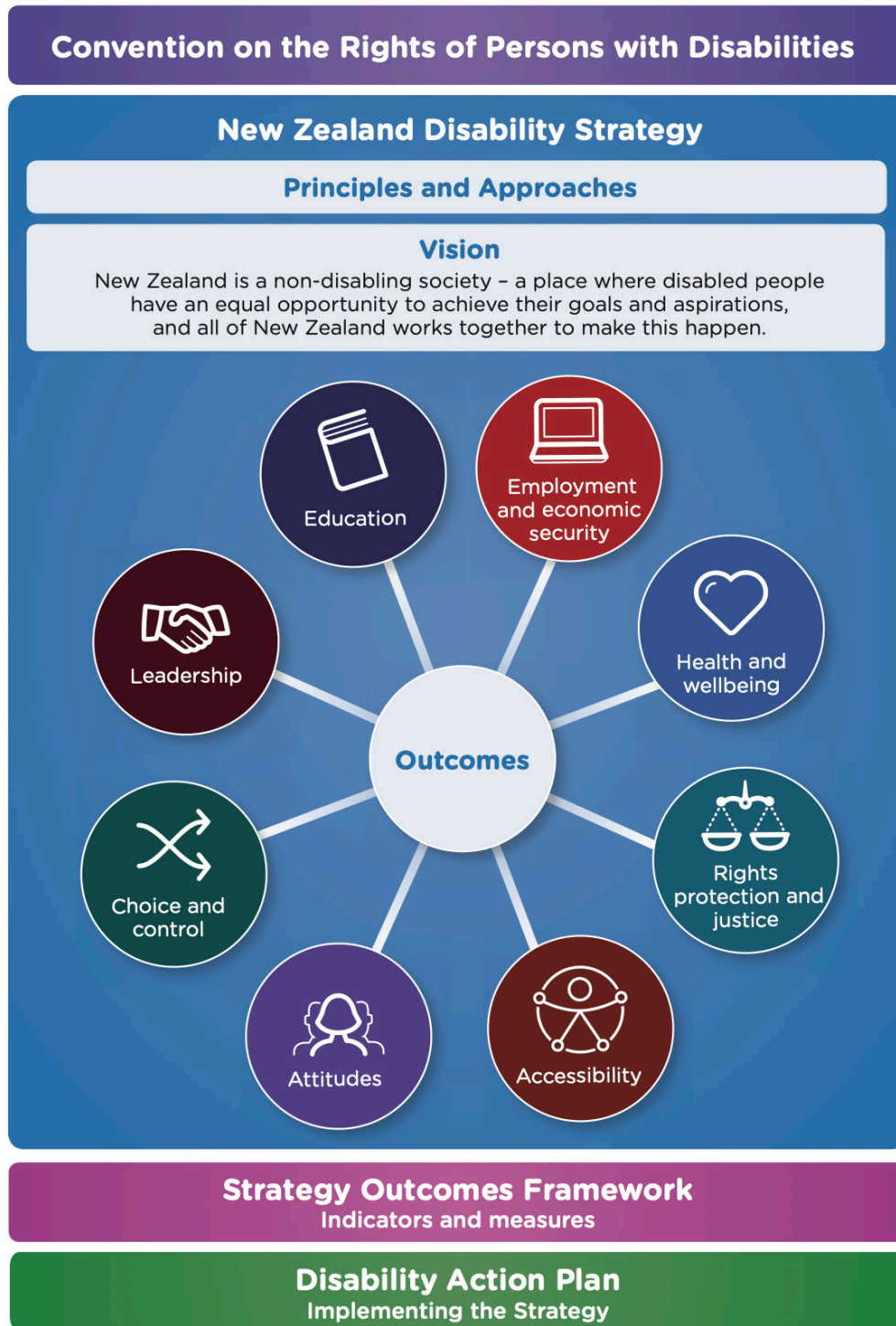
*Best practice example of the following features: (i) communication of strategic priorities, and (ii) communicating information succinctly and clearly





NEW ZEALAND DISABILITY STRATEGY 2016–2026

Figure 1 | Disability Strategy Framework



Our outcomes – priorities for change

Figure 3 | Interconnections of outcomes



United Nations Convention on the Rights

New Zealand Disability

Disability Action

Accountability mechanisms

Governance

- Ministerial Leadership Group on Disability Issues (MLGDI)
- Ongoing engagement with CEs and senior officials

Advice

- Disabled People's Organisations (DPO) Coalition

Cross-cutting issues

1. Disability data

- Disability Data and Evidence Working Group
- Washington Group sets of questions on disability

Outcomes and work programmes



Education

Ministry of Education's Education Work Programme, including but not limited to:

- Early Learning Strategic Plan
- Tomorrow's Schools Review
- NCEA Review
- Review of Vocational Education
- Curriculum, Progress and Achievement
- Learning Support Action Plan

Tertiary Education Commission:

- Improve outcomes for disabled learners



Leadership

Office for Disability Issues:

- Nominations Database

New Zealand Transport Agency:

- Improve understanding and decision-making

Other work programmes will impact on the leadership outcome



Employment

Ministry of Social Development:

- Disability Employment Action Plan
- Employment of disabled people in public sector
- National Information Hub and Regional Networks

Ministry of Social Development and Ministry of Business, Innovation and Employment:

- Replacement of Minimum Wage Exemption



Choice and control

Ministry of Health:

- Transformation of the Disability Support System

Ministry of Social Development:

- Supported Decision-Making

of Persons with Disabilities (UNCPRD)

Strategy 2016–2026

Plan 2019–2023

Reporting

- Six-monthly status reports
- DPO twice-yearly meeting with Minister
- Annual Report

Monitoring

- Independent Monitoring Mechanism (IMM)

2. Disabled people's involvement in decision-making

- Effective engagement with disabled people across agencies



Health and wellbeing

Ministry of Health:

- Repeal and replace the Mental Health (CAT) Act 1992
- Improve access to quality healthcare and health outcomes
- Explore the framework that protects bodily integrity
- Funded Family Care

Ministry of Health and Department of Corrections:

- Reduce the use of seclusion and restraint

Sport New Zealand:

- Play, Active Recreation and Sport Action Plan

Office for Seniors:

- Better Later Life – He Oranga Kaumātua 2019–2034



Rights

Ministry of Justice with other justice sector agencies:

- Improve justice services so that they are accessible and able to be understood by disabled people



Accessibility

Ministry of Social Development:

- Accelerate Accessibility (including the role of accessibility legislation)
- Accessibility of Public Information

Ministry of Housing and Urban Development and Housing New Zealand:

- Improve accessibility across the New Zealand housing system

New Zealand Transport Agency:

- NZTA Action Plan

Ministry of Transport:

- Ministry of Transport Action Plan

Office for Seniors:

- Age-friendly Aotearoa/New Zealand



Attitudes

New Zealand Transport Agency:

- Disability awareness education for bus drivers

Other work programmes will impact on the attitude outcome

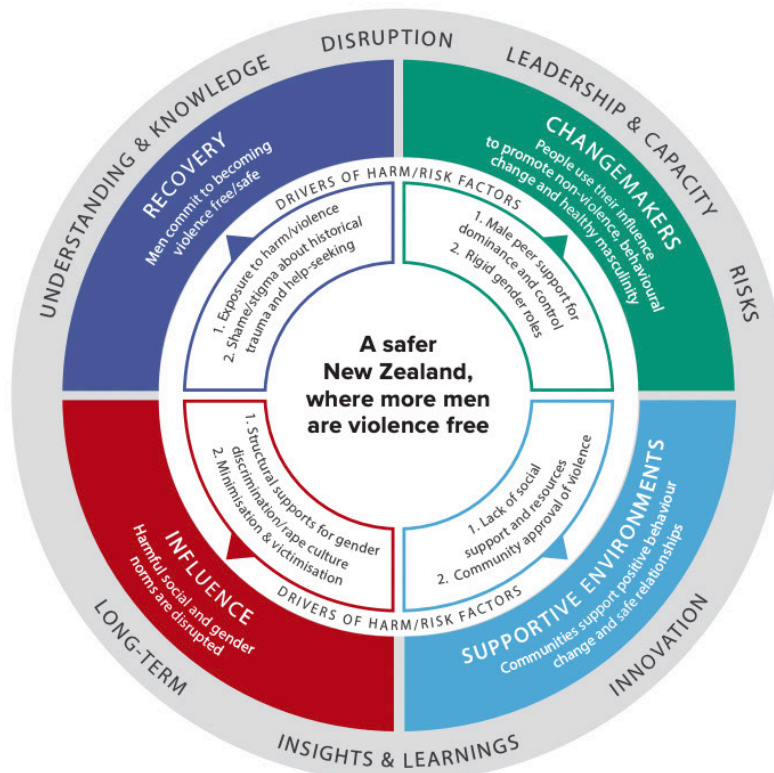
This understanding, which is explained in more detail in Section 2: Context for Change, along with other literature – primarily from Australia and New Zealand – on responding to men’s use of violence against their partners, has informed the purpose and theory of change for this five-year strategy – the intention of which is to:

- » create the conditions that motivate and support long-term behaviour change in men using violence and at risk of using violence
- » contribute to the primary prevention of intimate partner violence by disrupting and addressing some of the factors that are identified as root causes or drivers of harm, or are reinforcing factors.

What will this strategy aim to change?

Our emerging theory of change comprises the following diagram – which outlines the four strategic responses that will drive our activities, in response to the drivers of harm and reinforcing factors, and the conditions that support change – and a high level intervention logic that links strategic responses to outcomes. A more detailed draft outcomes framework can be found in Section 3: Priority Action Areas.

The goal of the Framework for Change is a safer Aotearoa New Zealand, where more men are violence-free. The four domains lie across the socio-ecological model and respond to the appropriate factors.



How will we do it?

| | IF WE... | THEN | OVER 5 YEARS | IN 10 YEARS |
|--------------------------------|---|--|--|---|
| RECOVERY | <p>Show men that change is possible.</p> <p>Increase informal and peer supports.</p> | <p>They will have increased self-agency and be more likely to seek help.</p> <p>Men will adopt new beliefs and behaviours.</p> | <p>There will be increased voluntary help-seeking from men and the emergence of local networks of men providing peer support to others.</p> | <p>We will have a safer Aotearoa New Zealand where more men are violence-free. (In practice this means a measurable reduction in incidence and maintained desistance.)</p> |
| CHANGE MAKERS | <p>Increase the capacity of helpers, peers and influencers (formal and informal) to challenge harmful behaviour and promote healthy masculinities.</p> | <p>Influencers will 'give social permission' to others to talk about and adopt different notions of relationships, violence and gender norms.</p> <p>Helpers and peers will have increased skills and agency to offer help and support around behaviour change.</p> | <p>There will be increased and more normalised support for positive behaviour change.</p> <p>There will be increased and more normalised supportive relationships between men that reject violence and promote help seeking and help giving.</p> | |
| SUPPORTIVE ENVIRONMENTS | <p>Try new approaches to using data, social media and market research to better identify current beliefs and community norms.</p> <p>Build our collective understanding of effective community responses by investing in innovative and collaborative discovery projects and evaluation of current community campaigns.</p> | <p>We will be able to develop and test targeted on-line messages and new strategies to shift community norms.</p> <p>We will know more about what communities that support positive behaviour change in men look like, what drives change and what increases community capacity.</p> | <p>More communities will be able to identify and create the conditions that support safe relationships, help seeking and positive behaviour change.</p> | |
| INFLUENCE | <p>Use mass, digital and social media to influence in more targeted ways and with our partners.</p> | <p>We will counteract or disrupt harmful norms and beliefs, extend the reach and impact of influencers and challengers of those norms and beliefs and encourage greater help seeking.</p> | <p>Current norms around harmful masculinity, help seeking and acceptance of the use of violence or control against women will start to shift.</p> | |



Theory of Change

For many Pacific peoples, family is the site where identity, belonging and sacred relationships are nurtured and protected. Violations of sacred relationships create sites of terror, dysfunction and loss of belonging and identity. "Violence within the family assaults the sanctity of family and the safety and wellbeing of our most vulnerable family members – children, women, youth and elders."

The Pasefika Proud Theory of Change is strengths based, focusing on community-led solutions that harness the transformative power of Pacific cultural values and frameworks to encourage violence-free, respectful relationships that support Pacific peoples to thrive.

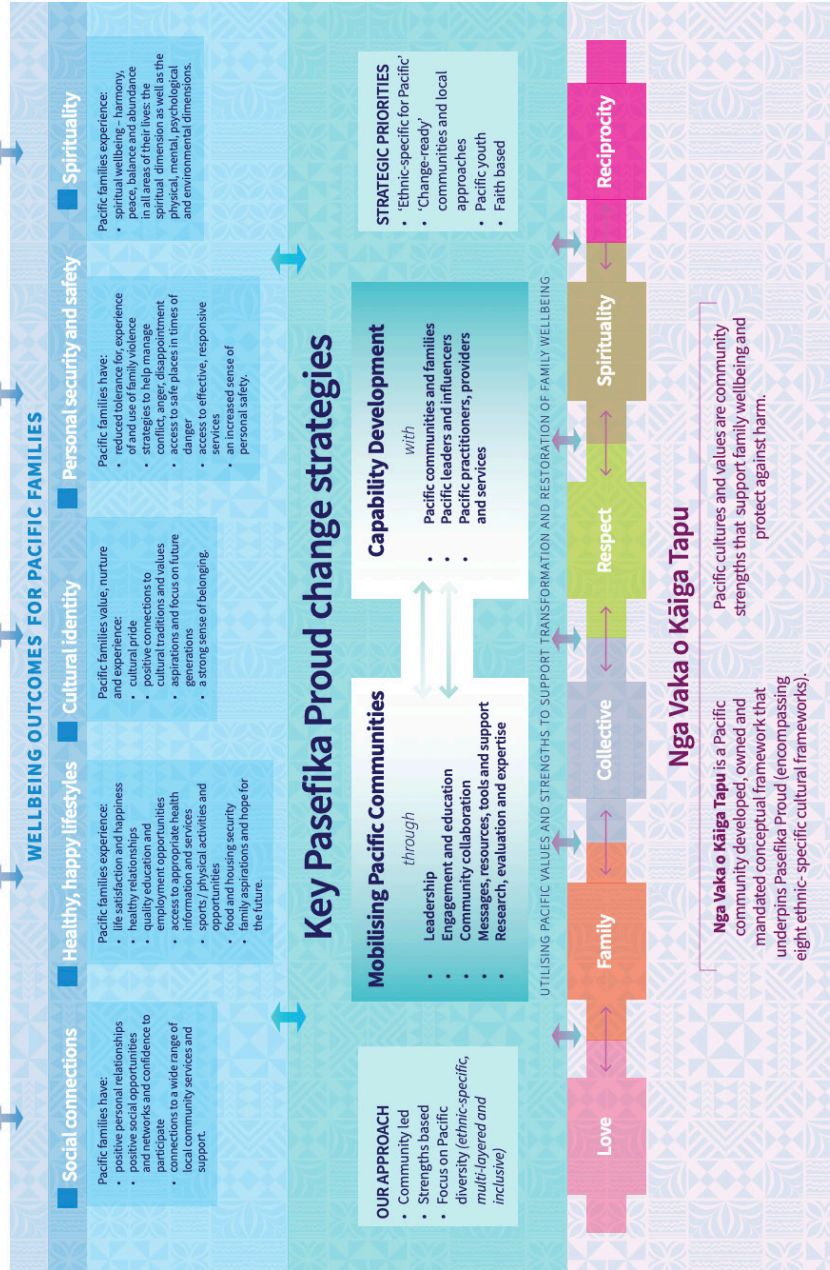
In summary, our theory posits that family violence contradicts family wellbeing practices and disconnects Pacific peoples from the values that provide anchors to their identities; and that reconnecting families to these anchors will help to restore peace, harmony and wellbeing to impacted family systems.

Pasefika Proud works in partnership with communities to support ethnic-specific leadership and action that provides pathways to achieve our vision:

Pacific families and communities are safe, resilient and enjoy wellbeing.

Pasefika Proud Pathways for Change

VISION: Pacific families and communities are safe, resilient and enjoy wellbeing



Our vision is:

a New Zealand where no one is killed or seriously injured in road crashes. This means that no death or serious injury while travelling on our roads is acceptable.



OVERVIEW OF THE MARITIME SECURITY STRATEGY

Increasing pressure on New Zealand's maritime security demands a new vision and approach for the maritime security sector.

VISION

A maritime security sector that secures New Zealand's significant maritime economic, cultural and environmental interests, and is better able to deter adversaries, reduce harm to New Zealand communities and exert effective Kaitiakitanga (guardianship) of the sea.

APPROACH

The maritime security sector's contribution to national security will be guided by four interlocking pillars: Understand, Engage, Prevent, Respond.

These pillars describe how an efficient and effective system goes about achieving maritime security. The pillars are underpinned by two supporting principles:

- The comprehensive multi-agency approach
- Kaitiakitanga

DELIVERABLES

A maritime security sector that:

- builds on the success of legacy arrangements;
- has institutional and funding coherence;
- is capable of providing direction and support for joint planning, and operational and intelligence decision-making; and
- ensures that the linkages between responsible agencies and sector governance are strong, effective and well supported.

A safer more prosperous nation by:

- securing New Zealand's maritime economic, cultural and environmental interests;
- deterring adversaries across our extensive maritime area of interest; and
- proactively mitigating and responding to maritime security threats.

WHAT'S REQUIRED?

1. Enabling the Comprehensive Multi-Agency Approach by:
 - a) Assigning a lead maritime security policy agency
 - b) Establishing sufficient policy coordination, assessment, communications and campaign planning capacity and capability
 - c) Providing funding certainty for key enablers
2. Establishing sector planning and assessment expectations
3. Allocating resources to support the Strategy's investment priorities

INVESTMENT IN :

PEOPLE The people needed to drive national assessment, policy coordination, strategic planning, investment and performance monitoring for the sector.

SYSTEMS Networked systems and processes able to support collaborative planning and intervention activities based on a shared understanding of the maritime security environment.

TOOLS A broader range of complementary maritime security surveillance and intervention capabilities.



2.2.7 Consolidate, Standardise and Simplify (CSS)

The focus of this activity is to reduce the number of systems in use by Customs and ensure that only authoritative systems are in place.

Key Deliverable: IM & M365 Business Case



2.2.8 Disposal Authority Implementation

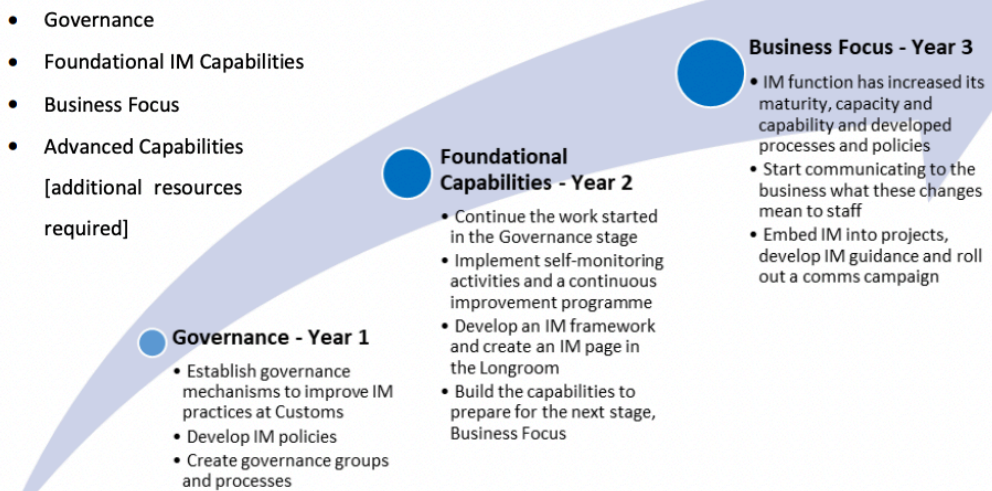
The Custom’s specific Disposal Authority (DA), which includes a Retention and Disposal Schedule and an Appraisal Report is currently expired, which means Customs cannot dispose of those types of records. The IMUP work programme created a very initial draft of the DA which requires refining.

For this work to advance in a timely manner, additional resourcing would be required.

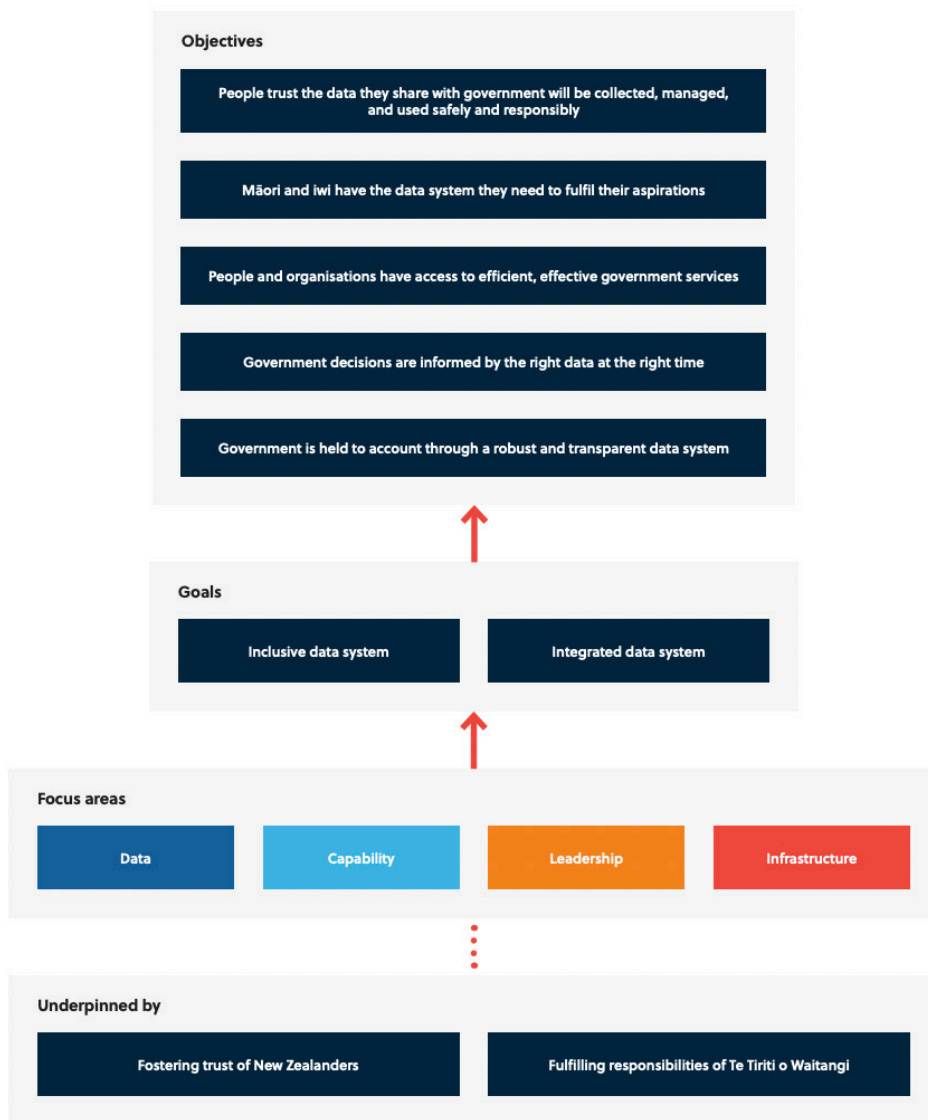
Key Deliverables: New Disposal Authority Approved and Disposal Authority Implementation Business Case

2.2 Information Management Strategy Implementation

The IMS stages outlined below will inform the order of priority of our activities and how we will progress our IM maturity through our work programme. The following stages represent the focus areas for each phase of the IMS:



Appendix: Government Data Strategy and Roadmap framework



Summary: The Thirty Year New Zealand Infrastructure Plan 2015

Vision: By 2045 New Zealand’s infrastructure is resilient and coordinated and contributes to a strong economy and high living standards

Desired outcomes: better use of existing assets and Better allocation of new investment



Endnotes

- 1 See Kaplan, R. S. & Norton, D. P. (2004). *Strategy Maps: converting intangible assets into tangible outcome*. Boston: Harvard Business School Press, p. 55.
- 2 See McGuinness Institute. (2021). *Discussion paper 2021/02 – Need for speed: strategy mapping and adaptive management*. Retrieved 14 June 2022 from www.mcguinnessinstitute.org/publications/discussion-papers

