



Education Report: Ministerial Youth Advisory Group – Insights from October meeting 2018

To:	Hon Chris Hipkins, Minister of Education		
Cc:	Hon Kelvin Davis, Associate Minister of Education Hon Jenny Salesa, Associate Minister of Education		
Date:	22 November 2018	Priority:	Low
Security Level:	In Confidence	METIS No:	1165453
Drafter:	Pirihira Hollings, Integration Advisor, Parents and Community Information	DDI:	s 9(2)(a)
Key Contact:	Rose Jamieson, Deputy Secretary (Acting), Parent Information and Community Intelligence (PICI)	DDI:	
Messaging seen by Communications team:	NA	Round Robin:	No

Tēnā koe Minister

Purpose

This report provides you with the notes from the Ministerial Youth Advisory Group (YAG) meeting held on 25 and 26 October 2018.

Summary

- 1 The final YAG meeting for 2018 was held on 25 and 26 October 2018. Minister Davis attended a session with the YAG and Minister Salesa tendered her apologies due to conflicting priorities. The YAG provided input to the following agenda items:
 - a. the School Leaver's Toolkit
 - b. transforming careers education in schools
 - c. educationally powerful connections, relationships and partnerships
 - d. identity, language and culture
 - e. the Disability and Learning Support Action Plan
 - f. defining the role of the YAG Alumni.
- 2 Registrations of interest for two new YAG members opened on 2 November and closed on 18 November with 94 applications received. We will provide you with recommendations for appointment by 4 December.

- 3 In 2019, meetings will be held in February, May, August and October. We will liaise with your office to confirm specific dates.
- 4 During the farewell to the two departing members, YAG shared that it had been an incredibly positive experience and a great mechanism to engage young people. They feel safe and listened to by everyone they engaged with. They also believe they have made a genuine and meaningful contribution to the future of education.

Recommended Actions

The Ministry of Education recommends you:

- a. **note** the YAG approved notes from the October meeting (Annex 1) **Noted**
- b. **note** that we will liaise with your office to confirm 2019 meeting dates **Noted**
- c. **note** that the recruitment process for two new members closed on 18 November and we will provide you with recommendations by 4 December **Noted**
- d. **note** that subject to a review of YAG at the end of 2019, the YAG alumni could start at the end of 2019 with seven members **Noted**
- e. **agree** that this Education Report is proactively released as part of the next publication.

Release / Not release


Rose Jamieson
Deputy Secretary (Acting)
Parent Information & Community Intelligence (PICl)

22 / 11 / 2018


Hon Chris Hipkins
Minister of Education

29 / 12 / 18

School Leaver's Toolkit

- 5 The Ministry of Education is currently working on the design of the School Leaver's Toolkit (Toolkit). The Toolkit will include opportunities for school students in years 7 – 13 to develop financial literacy, an understanding of civics and how our political system operates and key workplace competencies.
- 6 YAG support the development of the School Leaver's Toolkit and emphasised the importance of parents, family and whānau participating in the discussions and decision making with the school and their child. Members identified what the Toolkit '*must have*' and what would be '*nice to have*'.

Must haves

- 7 Members want the Toolkit to support soft skills, including teamwork, problem solving and decision making. They also want to understand how school qualifications and key competencies are relevant outside of school.
- 8 Transitions are a pain point for learners, therefore it is important that the Toolkit supports their transition from school to employment, tertiary, trades, apprenticeships, or further studies.
- 9 The Toolkit should help school leavers understand what financial assistance they can access once they leave school. This could include:
 - a. understanding how to apply for first year fees free at university
 - b. knowing, in a timely manner, what scholarships are available to them
 - c. understanding how to apply for and manage student loans
 - d. identifying what agencies they can access for financial support.
- 10 It should also prepare students for their transition to further education, leaving home and getting a job.
- 11 The Toolkit should provide advice on how students can get their learner and restricted drivers licence, while getting their full licence was considered a nice to have.
- 12 The placement of where the Treaty of Waitangi sat differed between those who lived in rural or provincial locations versus those who live in urban areas. The rural and provincial group felt that learning about the Treaty of Waitangi was a '**must have**' while the urban group thought it was '**nice to have**'.

Nice to haves

- 13 The YAG thought that the topic of civics was a '*nice to have*' and suggested that the Toolkit could support learners to understand:
 - a. how government works
 - b. their rights and responsibilities
 - c. how they can access legal support
 - d. choosing and using banking products and making investments.

Transforming careers education in schools

- 14 You asked that members discuss Careers Education, which is currently being reviewed by the Ministry. Members thought that 'Future Education' might be an alternative name to Careers Education, with the view that we are lifelong learners.
- 15 Members agreed that Careers Education in schools needs strengthening because it isn't as effective as it could be. Members would like to see multiple channels to access information; including face to face discussions with advisors or experts and accessing online information.
- 16 Schools don't have to work in silos regarding careers; instead they can work with schools who have a record of providing good careers advice to their students. They would like to see advisors work with specialists, including businesses, who are already building pathways from school to employment.
- 17 Members would like careers advice in school to be delivered by impartial advisors with attention to their specific aspirations; instead of generic information or being pressured to pursue a pathway they are not interested in. *
- 18 It was identified by members who are in Māori or dual medium education that they don't have access to a wide range of subjects or career advice in their schools. They would like the review to consider how this can be improved so careers advice is accessible to all learners, regardless of what school type or medium they are in.

Educationally powerful connections, relationships and partnerships

- 19 This topic was included for discussion as it was thought to be a topic of interest for Minister Salesa. Members acknowledged the importance of powerful connections, relationships and partnerships between those inside and outside of the school gate. These relationships extend beyond just schools and parents, but also family, whānau, cultural groups, sports clubs and community.
- 20 YAG propose that relationships and partnerships should be built on:
 - a. trusted relationships
 - b. respectful engagement
 - c. genuine communication, including listening to each other
 - d. shared values, interest, culture, lifestyle and experiences
 - e. reciprocity of teaching, learning and support
 - f. bravery.

Identity, language and culture

- 21 This item was included on the agenda to cover a number of topics you had asked the YAG to discuss. Members discussed how identity, language and culture is reflected in schools. For members who are currently in Māori or dual medium kura, identity, language and culture reflected a Māori worldview throughout the school environment, curriculum and engagement. It was also noted that rural kura appear to have closer connections to their community than urban kura.

- 22 Members who attend English medium schools, with the exception of Te Kura, said that European monoculture was predominately reflected throughout the school environment and curriculum unless it is during a specific celebratory week, such as Tongan or Māori language week. However, that was only if it doesn't clash with school priorities, such as NCEA exams.
- 23 Some members noted their concerns that school Board of Trustees often don't reflect the diverse cultures of the school's community.
- 24 Members believe that investing in strengthening the skills, knowledge and competencies of the sector and Ministry staff around identity, language and culture to improve equitable outcomes for all students. They would also like to see more Māori and Pacific people in leadership roles in schools and within the Ministry.
- 25 Targeted funding for schools who are actively building their competencies in identity, language and culture was identified as a potential incentive for schools.

Discussion with Minister Davis

- 26 Minister Davis attended the meeting, and YAG shared their views on all of the previous agenda items (Careers Education; educationally powerful partnerships and identity, language and culture).
- 27 The Minister's parting messages to members were:
- a. do whatever makes you happy and be the best at it
 - b. mix with successful people so that it becomes your norm – good relationships are important
 - c. maintain strong connections with your whānau, as they are your biggest supporters.

Disability and Learning Support Action Plan

- 28 The Ministry has developed a draft Disability and Learning Support Action Plan in response to feedback from parents, whānau, students, organisations and groups from the education and disability sectors.
- 29 The goal of the Plan is to drive progress towards an inclusive education system, where the achievement, progress and participation of children and young people with additional learning needs, including disabilities, is valued and supported.
- 30 YAG discussed and agreed with the four main priority areas for improvement, which are:
- a. improving the way children and young people are assessed for learning needs
 - b. strengthening the range of supports for children and young people with disabilities and additional learning needs
 - c. improving how we respond to neurodiverse and gifted learners
 - d. ensuring that Learning Support has the resources to increase support and services.
- 31 YAG would also like to see that learning support coordinators are more accessible to parents, family and whānau so they can better support their child at home.

YAG alumni

- 32 Members discussed what they envisaged the YAG alumni could look like. They agreed that inclusion into the alumni is automatic once their tenure in YAG is completed; however, active participation in the alumni is voluntary. They are aware that resource to formally support the alumni has not yet been discussed and accept that the alumni could potentially self-manage their activities.
- 33 The role of the YAG alumni could:
- a. provide advice and support to YAG members, the YAG facilitator, the secretariat or Minister of Education, as requested
 - b. attend meetings when invited
 - c. provide suggestions to the YAG agenda on request.
- 34 Members envisage that the YAG alumni could participate in, or apply for membership on future Ministerial Advisory Groups (MAG).
- 35 Discussions also included the potential of the alumni having a social media presence. The page would include topics of interest for all young people including education. If this were to happen, the alumni would own their page and be the administrators. The alumni would share relevant information to the secretariat with consideration of what might be of interest to the Ministry. They were also happy to share Ministry content that was targeted at young people.
- 36 With only two people making up the alumni in 2019, they were uncertain if this would be functional by next year.
- 37 The Ministry proposes that subject to a review of YAG at the end of 2019, the alumni should commence in 2020 as a total of seven members would have retired from the YAG due to the age criteria.

YAG member recruitment

- 38 Two videos were filmed during the YAG meeting to support the online recruitment process for two new members. The process opened on 2 November and closed on 18 November. We received 94 applications. We will shortlist applicants and provide you with recommendations for appointment by 4 December.
- 39 The new members will be provided with an induction pack and the YAG secretariat will contact them before Christmas to discuss the induction process with them. We expect part of the first meeting will focus on welcoming the new members and establishing relationships.

Meetings 2019

- 40 The YAG members discussed potential meeting dates for 2019 and recommend February, May, August and October. We will contact your office to confirm the dates.

Member feedback on YAG 2018

- 41 During the farewell to the two departing members – Abby McRoberts and Bevan Penn - members shared their views on their experiences with YAG. They think the YAG is an incredibly positive experience and a great mechanism to engage young people. They feel safe and listened to by everyone they have engaged with. They also believe they have made a genuine and meaningful contribution to the future of education.

Next steps

- 42 You will receive recommendations for the two appointments to YAG by 4 December.

Proactive release

- 43 It is intended that this Education Report is proactively released as per your expectation that information be released as soon as possible. Any information which may need to be withheld will be done so in line with the provisions of the Official Information Act 1982.

Annex

- Annex 1: Ministerial Youth Advisory Group meeting notes – 25 & 26 October 2018

Annex 1: Ministerial Youth Advisory Group meeting notes – 25 & 26 October 2018

Date: Thursday 25th - Friday 26th October 2018
Venue: Mātauranga House | Ministry of Education | 33 Bowen Street | Wellington
Facilitator: Serena Curtis-Lemuelu
Support: Natasha Maraku
Secretariat: Pirihiira Hollings (Ministry of Education)
Participants: Costa Blackman, Watene Campbell, Brodie Cross, Nathan Farr, Shaneel Lal, Liam McLeavey, Abby McRoberts, Kate Morris, Geniqua Samupo, Okirano Tilaia and Hadassah Wharawhara
Apologies: Bevan Penn, Hon Jenny Salesa

DAY 1

Session	Notes and General Feedback/Comments
1 Welcome	Costa opened the meeting with karakia and Serena welcomed members.
2 School Leavers' Toolkit	<p><i>This session was led by Miriam Gibson.</i></p> <p>Members heard how the Ministry is currently working on the design of a School Leavers' Toolkit targeted at year 7 to year 13 students. The aim of the Toolkit is to support schools to put together collections of learning experiences that meet the needs and aspirations of their young people. Members were told that the Government manifesto commits to having three key things in the Toolkit:</p> <ol style="list-style-type: none"> 1. Civics education (i.e. how government works) 2. Financial literacy 3. Key workplace competencies. <p>Members were asked to share their views as what the content of the Toolkit should be and split into two work groups (those who attended schools that were located in urban areas and those who attended schools that were located in rural areas). They began by writing down the things which they thought they would need to know in preparation for when they leave school (or for those who had already left school, what they wished they had known at that time).</p> <p>Each work group shared similar views in terms of what they considered a Toolkit needed to have.</p> <p>YAG recommended that the Toolkit '<u>must haves</u>' were:</p> <ul style="list-style-type: none"> • Information on: <ul style="list-style-type: none"> - The NCEA process (in its entirety) and how what is learnt at school can be applied to everyday life when students leave school - Different types of 'degrees/qualifications' that can be obtained - Various education and training routes available to follow a chosen career path (including workplace visits or employers visiting schools) - Government's first year free initiative - Scholarships and how to apply for them - Student loans and debt management - Agencies and organisations that can help young people once they leave school (e.g. for impaired people)

Session	Notes and General Feedback/Comments
	<ul style="list-style-type: none"> - Being well and staying well (including. enrolling with doctors/dentists and other important health carers and helpful support groups after leaving school) - Building self-confidence - Registering for different 'necessities' once students leave home (e.g. Wi-Fi, electricity and insurances etc.) - Taxes and how to interpret financial documents • Soft skill learning such as problem solving, decision making and team work • Preparing students to: <ul style="list-style-type: none"> - Transition from secondary education to tertiary - Leave home (e.g. budgeting and finance management, cooking and cleaning etc. including realistic discussions on actual living costs) - Get a job (e.g. applying for jobs, interview techniques and appropriate interview attire and behaviour) • Options for students that do not wish to go to university • Driver's license training (learners and restricted) <p>YAG recommended that Toolkit '<u>nice to haves</u>' would be::</p> <ul style="list-style-type: none"> • Information on: <ul style="list-style-type: none"> - Personal rights and responsibilities (and how to get legal advice) - Te Tiriti o Waitangi - Work experience opportunities and voluntary work - How parliament works and the justice system • Driver's license training (full) • Choosing and using banking products • Share market and investment options <p>Members were told that the Ministry is looking to have both a Māori medium Toolkit and an English medium Toolkit which are flexible and agile so that they can be updated over time to reflect the changing needs of schools and kura. They were also told that Ministry staff responsible for developing the Toolkit work closely with other Ministry teams (such as 'Careers Education') to ensure the work that they are doing aligns with activities which other workstreams are doing.</p> <p>YAG supported the development of a Toolkit and agreed that any overall content agreed to by schools should be based on consultation with students, communities and whānau.</p>
3 Transforming Careers Education in Schools	<p><i>This session was led by David Barnes and Clare Old.</i></p> <p>The Minister has tasked the Ministry with looking into how careers advice and careers support in schools can be improved (in terms of training, higher education and employment).</p> <p>Members were invited to share their thoughts as to what the Ministry should consider when reviewing the current careers advice content and processes that are currently delivered by schools. General comments were noted as follows:</p> <ul style="list-style-type: none"> • Any advice needs to be tailored to the individual needs of a student (e.g. information for able bodied students will be different for those

Session	Notes and General Feedback/Comments
	<p>with impairments as whilst both types of students may share the same goals, the way in which the students will achieve them will be quite different)</p> <ul style="list-style-type: none"> • Presently many students 'take subjects for the sake of it' without necessarily knowing what it is they want to do once they leave school and so any careers advice needs to support students in these situations • Subjects offered by kura kaupapa schools are not as broad as those subjects offered in mainstream schools, which means students career choices at kura are limited to subject (and teacher) availability • Careers advice needs to include alternative pathways to higher education (as not all students will want to go to university) • Currently careers advice is fairly generic and should also be extended to consider/include what is available in the community (and link into employment opportunities that may be on offer now and/or in the future) as well as what it is that students want to do • There needs to be opportunities for students to find out more about jobs that they are interested in and the different avenues they can take to get there • Rurality can limit access to opportunities (e.g. there are no 'Ministries' in rural areas) and so advice which helps students understand how they can follow a 'corporate' career pathway should be available (and vice-versa, students living in urban areas who want a career in farming etc.) • Students should be able to follow whatever career path they wish regardless of their academic or physical ability (i.e. some students are encouraged to take a 'particular study path' due to them not being seen as clever enough to be able to achieve something they may actually have a passion for) • There is stigma around some universities being 'better' than others and that a degree from one may not be seen as equal as the same degree from another university – this needs to change • The Fees Free initiative is designed to help students to further their study however students are being contacted if they 'have not spent all of their allowance' which doesn't align with the initiatives initial intent (i.e. students shouldn't be studying just to spend money, but studying towards a career that they really want to do) • For some students (such as those of Pacific descent) family play a big role in decisions around career choices and so their inclusion in career advice and support is important • Careers advice needs to be impartial (e.g. using University Advisors to provide career information could be one-sided if they are pushing all students to go on to university as opposed to also advising of alternative pathways) • On-line careers advice is good however it should be seen as one mechanism of communication and others need to also be considered (i.e. face to face support is also a good mechanism) • The capacity of some schools to deliver careers advice to students needs to be increased as sometimes the 'high student numbers' to 'low advisor numbers' ratio means that students are not being seen until late in the year which by then has seen students already making their subject/life after school choices - or alternatively they are

Session	Notes and General Feedback/Comments				
	<p>missing out on educational opportunities (such as scholarships) due to the advisors being so busy and not being able to pass information on to students in a timely fashion</p> <ul style="list-style-type: none"> • It is important to differentiate between 'careers advice' and 'careers coaching'. • Rather than referring to this as 'careers education' perhaps it could be better named 'futures education'. <p>Members were asked whether schools involved their families/whānau in decisions about subject choices. They advised that parents were given opportunities to participate, however parents, families and communities did not necessarily understand the importance of engaging on this matter (or even how to if they have never been through the education system themselves).</p> <p>Some members said that their parents encourage them to do things for themselves (and be independent) which means that sometimes subject choices were made one-on-one between the student and school staff (without much parent involvement).</p> <p>Some of the reasons which members gave as to why parents/caregivers may not attend student/teacher interviews included:</p> <ul style="list-style-type: none"> • They are not familiar with the process or do not want to hear negative comments about their child • Language barriers (if English is their second language) • They don't know the teacher(s) and therefore are not comfortable talking about their child/family with them • They think it is up to their child to decide how they will achieve in school (i.e. student responsibility) and that providing education is the responsibility of the school • They are busy or are not told by their child that interviews are happening <p>Members noted that their comments are consistent with feedback which Ministry staff have received from around the country as part of their engagement and consultation processes (via fono with Pacific students, wananga with Māori students and meetings with other ethnic groups).</p> <p>Members noted that this workstream is focused primarily on secondary schools and does link in with other programmes and career strategies that are being progressed throughout the Ministry and the sector.</p>				
<p>4 Powerful Connections, Relationships & Partnerships</p>	<p><i>This session was led by Serena Curtis-Lemuelu.</i></p> <p>Serena gave members an opportunity to think about some of the 'strong' relationships and connections they had with other people and why they considered these relationships to be strong. Members listed a variety of different people that they counted as having a 'genuine and positive relationship with'</p> <table border="1" data-bbox="550 1921 1388 2069"> <thead> <tr> <th data-bbox="550 1921 965 2000">Relationships were held in high regard with ...</th> <th data-bbox="965 1921 1388 2000">The relationships were built on ...</th> </tr> </thead> <tbody> <tr> <td data-bbox="550 2000 965 2069"> <ul style="list-style-type: none"> • Family • Friends </td> <td data-bbox="965 2000 1388 2069"> <ul style="list-style-type: none"> • Trust • Respect for one another </td> </tr> </tbody> </table>	Relationships were held in high regard with ...	The relationships were built on ...	<ul style="list-style-type: none"> • Family • Friends 	<ul style="list-style-type: none"> • Trust • Respect for one another
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<ul style="list-style-type: none"> • Family • Friends 	<ul style="list-style-type: none"> • Trust • Respect for one another 				

Session		Notes and General Feedback/Comments	
		<ul style="list-style-type: none"> • Teachers • Cultural groups • Sports teams • Work colleagues • Family sponsors • Neighbours 	<ul style="list-style-type: none"> • Regular and genuine communication (listening) • Similar/shared values, interests, culture, lifestyles and experiences (connections) • Learning from and improving each other • Reciprocity – helping each other • Humour • Bravery and friendship <p>Members acknowledged the importance of having positive and supportive relationships both in and outside of the school environment. Most members commented that the relationships that they had shared with one another were likely to be enduring and to continue well after their schooling finished.</p>
5	YAG alumni	<p><i>This session was led by Serena Curtis-Lemuelu and Pirihiro Hollings.</i></p> <p>Members talked about what role ex-members of YAG would play (if any) once their term with the group came to an end. A number of suggestions were made:</p> <ul style="list-style-type: none"> • Be ambassadors for YAG and the work which they do • Be available to sit on other Ministry advisory groups • Be 'topic advocates' whereby if they are aware that there is a matter which is affecting young people, forwarding details of the matter for potential inclusion on a future YAG agenda • Engage with youth people across NZ through social media. • Exciting YAG members don't have to formally subscribe to be a member of the alumni <p>Members also liked the idea of setting up online forums where alumni could continue to engage with members on matters which they thought were important. An 'alumni magazine' was a popular idea too. Pirihiro advised that the establishment and maintenance of any type of forum outside of the YAG meetings does not currently have funding or resources allocated to supporting the alumni and to consider what this would mean if it was to be self-managed.</p>	
6	Identity, Language & Culture	<p><i>This session was led by Serena Curtis-Lemuelu.</i></p> <p>Members were asked to provide examples of how culture, language and identity was celebrated and reflected in their schools. Responses were varied:</p> <p>Hadassah advised of an instance when in her chemistry class they used the analogy of 'waka ama' to learn about carbon fibre used in boats – given waka ama was a cultural activity that her class resonated strongly with, it made them more interested to learn. She also</p>	

Session	Notes and General Feedback/Comments
	<p>mentioned that although her teachers are a mixture of different ethnicities (e.g. Indian, African, and Pakeha etc.) they all take on Taumata roles and speak in front of the school. They have the option of speaking in their own language or Te Reo Māori (which signalled an appreciation of all cultures).</p> <p>Watene advised that at his kura kaupapa all of his history studies are based around Māori mythology (which is fitting). Whilst Costa said that at his kura kaupapa, their curriculum strongly reflects Te Ao Māori.</p> <p>Brodie said that although his correspondence school has a Māori feel to it, its curriculum has British influences throughout. Māori culture/history tends to take a back seat to English history and learnings.</p> <p>Abby commented that school boards are not always reflective of the school community. Whilst she is aware that there are some teachers who want to take action and engage more with culture and language, time is a big factor in determining whether schools will or will not. NCEA is the priority and finding time outside of teaching the NCEA syllabus (to celebrate language and culture) can be challenging.</p> <p>Shaneel mentioned that there didn't seem to be enough emphasis placed on encouraging the parents/caregivers/communities of Pacific students to sit on school boards. Newsletters are posted around the school, however students may not take these home or understand why they should. Shaneel said that schools should be communicating directly with parents/communities and encourage more Pacific families to be involved in school.</p> <p>Members generally felt that cultural based extra-curricular activities were only supported if schools had time (e.g. Tongan language week fell during exams and so one member's school deferred their 'acknowledgement of the language' to the following week, which for some students diminished its importance).</p> <p>From time to time schools did use community resources to help celebrate language, culture and identity (e.g. one school invites the public in to teach students how to weave and other schools seek community support to ready students to participate in Polyfest and other cultural events).</p> <p>One interesting observation made was that when comparing kura kaupapa based in rural locations with those kura kaupapa based in urban locations, it seemed that rural kura were more likely to involve and engage their communities in cultural extra-curricular activities than urban based kura.</p> <p>Members were asked what schools could do to improve equitable outcomes for students. Comments included:</p> <ul style="list-style-type: none"> • Providing personal development opportunities for teachers (i.e.. investing in building cultural competence) • Creating learning environments that are culturally relevant (i.e. classroom instruction in Te Reo Māori versus marae based noho) • Acknowledging students cultural commitments and family expectations and allowing them to take time away from school as and when it is necessary

Session	Notes and General Feedback/Comments
	<p>Members also said that the Ministry could play a role in improving culture/equitable outcomes for students. This includes:</p> <ul style="list-style-type: none"> • Incorporating 'cultural participation' in National Standards • Asking students what they need culturally and supporting them to get it • Having more Māori and Pacific people in leadership roles both at the Ministry and in schools (particularly those schools with high numbers of Māori and Pacific students) • Providing funding to schools which is specifically targeted towards: <ul style="list-style-type: none"> - Increasing cultural competency - Supporting students to participate in cultural programmes and events • Praising those schools that are recognising different languages and cultures and encouraging all other schools to follow their lead (i.e. advocacy) • Developing a toolkit/resources.
7	<p>Preparation for meeting with the Associate Minister of Education (Māori Education)</p> <p>Serena assisted members to prepare some key talking points which they wanted to bring to the attention of Minister Davis.</p>
8	<p>Meeting with Minister Davis</p> <p>Watene formally welcomed the Minister on behalf of the YAG. Discussions between the Minister and YAG were noted as follows:</p> <ul style="list-style-type: none"> • Abby said that YAG had discussed the development of a School Leavers Toolkit with Ministry staff. Members had stressed the importance of providing information in the Toolkit on what comes with being 'independent' once students have left school – in particular, information on: <ul style="list-style-type: none"> - Student loads and allowances - Finance and budgeting - Keeping well (both physically and mentally) and how to access health care and support services <p>Abby also mentioned that more opportunities to learn Te Reo Māori on-line should be explored so that people (young and old) can 'pick it up' when they want to or are ready to (i.e. students may not be interested in learning the language at school, however later in life they may want to and should have the means to be able to).</p> <ul style="list-style-type: none"> • Kate advised that YAG also spent time talking about Career Education and the sorts of things which should be considered when talking to students about their 'life after school' pathway. She said that members had suggested the topic be redefined as 'Future Education' to be more inclusive of options that are available to students after school (as it is not necessarily about just being career orientated, but also what students want to do/include in their future). She also said that members agreed futures education should increase the focus on following and finding new passions throughout young peoples' lives (rather than settling on just one dream job or end goal). Students needed to be aware that life will be a journey with ups and downs and career changes and reprioritisations etc.

Session	Notes and General Feedback/Comments
	<p>The stigma associated to some jobs being better than others needed to be removed.</p> <ul style="list-style-type: none"> • Liam followed by adding careers/futures education does not necessarily have neutrality particularly regarding alternative pathways to higher learning. Most education is driven by teachers (because they interface with students all the time) and the Ministry/schools should be looking at how they can better engage communities, employers and economic development agencies to also provide futures education. • Brodie said that futures education must take into consideration students with impairments and how they can be accommodated to ensure they too can fully participate in a career or future that they want to have. Brodie is interested in tourism and has been exposed to a hospitality course in the past, However he struggled to participate and wanted to look into other ways of gaining qualifications in the hospitality industry. Nathan followed up by saying that the 'tourism course' he has done through school was not useful – he was given a country and then asked to research it and its main attractions. • Serena commented that many students do not make decisions about their schooling on their own – whānau play a big part as to what a student eventually settles on. Members indicated that more can be done to ensure family is acknowledged, included and involved in school spaces and decisions regarding their children. • Nathan mentioned that work needs to be done around removing stigma associated to not going to university and the assumption that without a university education, students will not be able to have a good or meaningful job. He also commented that some students whose academic ability did not appear to teachers to be good enough to warrant a career in what could be considered an 'intelligent job' were pushed towards trades or hospitality (when the areas may not be of interest to them). The same applied to students who were considered to be clever – they were encouraged to go to university even if they weren't keen to. Students should be supported to follow their dreams and do whatever they want to do. • Watene and Costa spoke in Te Reo Māori and talked of the importance of culture and identity for them in Aotearoa New Zealand. Costa said that relationships built on love and trust (like what he has with his whānau) is what got him to connect with his Māoritanga. Since he started his journey of learning (from 2012) he, like Watene has grown from strength to strength. Both boys are proud of their culture and identity and knowing who they are and where they belong has made them the strong and confident young men that they are today. Watene also raised issues regarding the limited range of subjects available through his kura kaupapa (due to a lack of teachers being able to teach a diverse range of subjects in Te Reo Māori) and how these restraints impact his future career pathway. • Hadassah explained that members had discussed the attributes of powerful relationships and that they agreed that powerful relationships were those based on authentic and genuine values. The context of the discussion was to identify how students could use

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	<p>the attributes of powerful relationships and connections made outside of school, to create strong and influential relationships within school environments. Hadassah described that through courage and perseverance she had formed a powerful relationship with a neighbour that was a member of a gang. She found that by being thoughtful and kind she was able to form a friendship with him and his whānau and over time he and his whānau became more involved with and accepted by the community (and less involved in gang life). Courage, perseverance, thoughtfulness and kindness are all qualities which she sees as necessary to building strong and powerful relationships.</p> <ul style="list-style-type: none"> • Shaneel advised that more can be done to support and include culture in schools. Hadassah provided an example in terms of allowing students to learn Te Reo Māori in a marae setting (rather than in a classroom). <i>The Minister commented that this could potentially create an environment where people would only feel comfortable speaking Māori on a marae as opposed to anywhere and everywhere. He suggested members think about whether limiting the learning of Māori to cultural spaces, would end up being a barrier to speaking Māori on the street.</i> Shaneel also mentioned that members had talked about school governance and that it was important that school board representation was reflective of the student population (i.e. if a school is predominantly Māori and Pacific, then the school board should be appropriately proportioned to mirror that). <i>The Minister asked that if the majority of a school is a specific ethnicity, why aren't the parents/caregivers of those students standing and being voted on to the boards?</i> Shaneel answered by saying that the advertisement of roles is often done through the school and relies on students to tell their parents/caregivers that there are openings. Students don't always remember to pass the information on. Schools need to be contacting parents/caregivers directly to notify them of positions on boards and other important school information. <i>The Minister asked what other methods schools could utilise to get information to parents/caregivers. He asked whether information at Shaneel's school (which is predominantly Pasefika) was available in different languages.</i> Shaneel said that at his school, everything is written and distributed in English. He added that language is a big barrier for many students' parents/caregivers for whom English is not their first language. Shaneel also mentioned that in the past YAG has provided feedback to the Ministry around ensuring key documents were available in other languages. Shaneel commented that social media was also not always utilised or embraced by schools as well as it could be. • Oki talked about discussions which members had regarding the priorities of schools and the priorities of students (and how often they don't align). He feels that students are pressured to go to university to get a degree when there are alternative pathways for students (such as apprenticeships). <i>The Minister said that it was important that people don't stigmatise any type of work and that they make the most of whatever work is available. Right now New Zealand needs more tradespeople as there are multiple opportunities.</i>

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		<ul style="list-style-type: none"> Geniqua raised the issue that she has at her school where the ratio of students to careers guidance counsellors was poor (i.e. 5 counsellors to cater to the needs of approximately 2,700 students). This impacts counsellors' abilities to be able to be able to council students when they want and need it and in a timely manner. <p>Liam asked whether there was any type of cross-government approach being explored around careers and futures, to circumvent organisations and agencies that were already providing pathway support to students, working in siloes. The Minister said that the different youth organisations and agencies are not as joined up as they should be however there are things which are happening in different areas of the sector which contribute to helping young people into employment and career pathways.</p> <p>The Minister's parting messages to members were focused on their well-being and based on different pieces of advice that had been given to him over the years. He said:</p> <ol style="list-style-type: none"> Do whatever makes you happy and be the best at it Mix with successful people so that it becomes your norm – good relationships are important Maintain strong connections with your whānau, as they are your biggest supporters. <p>The Minister was advised that the topics discussed throughout this two day YAG hui would be distributed to those Ministry staff responsible for leading the applicable workstreams. A report containing information from this hui would also be sent through to Minister Hipkins.</p> <p>On behalf of YAG, Watene thanked the Minister for attending and participating in their meeting.</p>
9	YAG meeting dates for 2019	Members agreed that meeting dates similar to those selected for 2018 be considered for the 2019 YAG term.
10	Close of day 1	Serena closed the day's session by reminding members that tomorrow morning they would begin by discussing the Disability and Learning Support Action Plan before reflecting on today's discussions and preparing key YAG messages for the session with Minister Hipkins.

DAY 2

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11	Opening of day 2	<p>Serena welcomed members and advised that in preparation for the meeting with the Minister later this morning, that a camera man will be setting up filming equipment.</p> <p>Members were advised that as Abby and Bevan were leaving YAG (due to them now being 18 years of age), a promotional video was being made as part of the recruitment package that was being developed to find two new members.</p>

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12 Disability learning and support action plan	<p><i>This session was led by Susan Howan and David Wales.</i></p> <p>Members heard how the Ministry is developing a disability learning and support action plan which pertains to all of the support which a child or young person needs to aid their learning and reach their full potential (e.g. helping with regular attendance at school, assisting with behaviour challenges in school or support for those with disabilities to be able to fully participate in school by means of access to assisted technology etc.) The current system is not working as well as it could be in terms of ensuring children, young people and their families having a wide range of support to help them.</p> <p>Members agreed that the four priorities of the disability learning and support action plan are right – those being:</p> <ol style="list-style-type: none"> 1. Improve the way children and young people are assessed for learning needs 2. Strengthen the range of supports for children and young people with disabilities and additional learning needs 3. Improve the way the education system responds to neuro-diverse and gifted learners 4. Ensure that learning support is resourced for increased support and delivery. <p>Members shared stories and experiences of people they knew (or themselves) whose learning support could have been better. One member described how her friends that were receiving ‘English and a second language’ support were teased. Another member said that her friend who was dyslexic showed up to an exam and found that she did not have the pre-arranged assistance technology to support her and that there was no-one available there and then to organise it for her. A further member said that whilst some students are receiving learning support at school, they may not be receiving the same support at home and so learning stopped once they left the school building. Adding to that one member highlighted the importance of working with communities to identify those children and young people who are not engaged in school and for whom disability and learning support may be needed even more. Once children and young people who needed learning support had been identified, it was just as important to ensure there were enough resources available to actually follow through on what was needed.</p> <p>Members supported any workstream activities that:</p> <ul style="list-style-type: none"> • Promoted ‘it’s okay to ask for and receive learning support’ • Focused on removing embarrassment associated to needing learning support • Engaged whānau, families and communities to help with identifying children and young people who may need learning support (and the types of support) • Ensured there were enough learning support coordinators so that they were on-site, accessible and available as and when children, young people and their families needed them • Ensured that the learning support coordinators supported the children and young people and not the needs of the school (as often school priorities did not align with student priorities).

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13	Preparation for meeting with the Minister of Education	Serena assisted members to prepare some key talking points which they wanted to bring to the attention of Minister Hipkins.		
14	Meeting with Minister Hipkins	Members took the opportunity to update the Minister on all of the topics that they had discussed and provided feedback on to Ministry staff and Minister Davis. A brief summary of those updates follows:		
		YAG member name and update	Response from Minister	
		Liam	<p>Liam advised that YAG supported the work that is being done regarding 'Careers Education'. However he said that members agreed that the term 'Careers Education' needed to be broadened and referred to as 'Futures Education' so that advice given to students was not just limited to careers, but also future focused pathways which supported students to follow passions and do things that inspired them (regardless of their gender or where they lived).</p> <p>Liam also said that YAG had highlighted the importance of ensuring that those people tasked with giving students career advice remained neutral and did not inadvertently encourage students to follow paths which they (the advisor) thought students should be pursuing. Frank advice on all pathways which students were interested in should be available.</p>	<p>Minister Hipkins was asked if the government was looking to take a systems-level approach to education. He replied that this was indeed the end goal and that the challenge was how to do it. He said that careers advice is currently seen as an 'add on' to education when it needs to be more integrated as a service that is available to students well before they leave (or are just about to leave) school.</p>
		Kate	<p>Kate reiterated the importance of ensuring careers education allowed students to explore a range of things that they may want to do and then to identify the different options they have available to do those things.</p> <p>The Minister asked if they thought careers advice was too focused on university. Kate said yes.</p> <p>The Minister also mentioned that currently approximately</p>	

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		<p>She said that students should be supported to learn about themselves/grow and find their 'passions' in life without any preconceived notions that once they finish school the next steps are to automatically go to university.</p>	<p>one third of school leavers go on to university.</p>
	Abby	<p>Abby said that YAG endorsed the concept of a School Leavers Toolkit and agreed with the content/areas of focus that the Ministry is proposing the Toolkit include – in particular, civics education and financial literacy, She advised that current experience is that information regarding things such as student loans, allowances, health care and leaving home etc. tended to be accessed out of school through self-directed research and guidance provided by friends or family. If students don't have the drive or support to find this information, then they could miss out. Hence the Toolkit is one way in ensuring that students have helpful information available to them Abby also said that it was important the information in the Toolkit be available for students to access or refer back to at any time (between Year 7 and Year 13) as some students may not be interested in the Toolkit content straight away. One final comment that was shared with the Minister was that the Toolkit would be an essential resource for students who were going to be the first generation of their family to move on to tertiary</p>	<p>The Minister asked if students considered the impacts of student loans (and how they would pay them back) at the time they were taking the loans out. Abby said that she didn't think so. She thought that some students saw it as a 'rite of passage' and that if they were going on to tertiary education, a student loan was a necessity and something which everyone had. When asked by the Minister if students tried to minimise the amount they borrow under the loan scheme, Abby did not think they were (and that some students didn't have an option to minimise their borrowing).</p>

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			<p>study. The Toolkit was seen as a mechanism for bridging the knowledge gap for those students and their families who were unable to draw on their own experiences of 'what you needed to know'.</p>
	Hadassah	<p>Hadassah stated that YAG agreed that helpful connections, partnerships and relationships were essential to student achievement. She explained that the group had identified some of the attributes which they associated to building powerful relationships (such as trust, respect and authenticity) and how those attributes could be replicated and applied whilst at school. Hadassah then explained how she endeavoured to build a relationship with a neighbour that was 'problematic' and that through courage and perseverance, over time she was able to break down barriers and form a genuine friendship with him (and his family).</p>	<p>The Minister commended Hadassah's ability to turn a problem into an opportunity and said that finding 'common ground' could be difficult to do.</p>
	Costa	<p>Costa echoed Hadassah's words by saying that YAG agreed that powerful connections, relationships and partnerships are essential to students achieving because without the right support, students will struggle. Costa explained how his father has been volunteering his time to work with young people who have disengaged from education. His father has been encouraging them to return to school by providing friendship and</p>	

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		<p>support in mana-enhancing ways.</p> <p>With the right support, any student can achieve and the more students who achieve, the more it becomes a way of life for all students in school.</p>	
	Watene	<p>Watene talked about strong relationships and how these can be built with people who have similar passions and similar goals in life. He reflected on Minister Davis' words regarding <i>'if you surround yourself with successful people, you will also be successful'</i>. Watene believed that success can be different from one person to the next. His measure of success is based on what he learns and how he shares his learnings with others. He explained how he admired a person who has established Kura Reo to share Te Reo Māori with those who want to learn. He sees this as success and wants to follow a similar path.</p> <p>Watene provided an analogy whereby if everyone is on the same waka, heading towards the same land climbing the same mountain, they will eventually reach their peak. In other words, students will be more successful in school if they have a sense of belonging and togetherness.</p>	
	Oki	<p>Oki talked about students' well-being and success being strongly influenced by their sense of belonging – and in particular identity, language and culture.</p> <p>Education should acknowledge students as the whole person – not just academically but also in</p>	<p>The Minister acknowledged that a person's identity is defined by lots of different things and that each person is unique.</p>

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			<p>terms of who they are as a person (such as their beliefs, their passions and their goals in life etc.) Extra-curricular activities that happens outside of school such as sports, arts and dance should be valued and brought into the education curriculum.</p>
		Geniqua	<p>Geniqua added to the identity, language and culture discussion by saying that community connectedness was also an important feature that contributed to some student's success.</p> <p>As a Pacific Island student, her involvement in community based Pacific groups outside of school has seen her confidence grow immensely.</p> <p>The education system should recognise that some learnings can be taught outside of school.</p>
		Shaneel	<p>Shaneel talked about the importance for schools to accept different cultures and support any associated 'customary requirements and practises'.</p> <p>He provided an example of how his school did not appear to value students' cultures. He said that his school approved an extension for him to submit an assessment at a later date (as he was attending this YAG meeting). However his friend who took three days bereavement leave was not afforded the same courtesy. Her absence was deemed as an invalid reason.</p> <p>Shaneel believed that this was an obvious admission of his school not understanding Pacific culture – and not</p>

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			<p>caring about it. He added that he felt this was because their school board did not have an appropriate number of Pacific representatives – there are over 900 Pacific students at his school and only 1 Pacific person on the board of trustees.</p>
		Brodie	<p>Brodie said that the YAG was impressed with the disability and learning support action plan that was presented to members earlier that morning and that they agreed with the four priority areas proposed. Kate referred to a graphic which the Ministry team had provided regarding equality versus equity. She advised that there was an additional graphic (regarding liberation, justice and freedom) that went hand in hand with the one the Ministry had provided which removed the 'barrier' and everyone was standing on equal ground and able to see ahead of them (because the barrier is no longer in the way). Kate said that she believed the reason why a disability and learning support action plan was needed was because there is such a strict assessment structure that students with learning disabilities and special needs have no option but to be helped and lifted up to 'see over the barrier'. It is worth keeping in mind that if the NCEA and education system was not so rigid, then perhaps students would not need to be lifted and instead could achieve in their own right (without having to be on the same keel as everyone else).</p> <p>The Minister commented that equity doesn't necessarily mean that everyone should be treated the same. He reflected on a conversation which he had with Minister Davis earlier in the week as to what 'Māori succeeding as Māori' looks like. Was it about getting Māori statistics to be the same as non- Māori or something different? Discussions are continuing.</p> <p>The Minister also commented that a number of people are now moving away from measuring their success based on what they own. Instead their level of success is based on how happy they are.</p>

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	<p>Nathan</p>	<p>Nathan said that YAG spent time talking about the stigma attached to students who required learning support and the importance of ensuring that messaging accompanying the disability and learning support plan emphasised that it was okay to receive help.</p> <p>He also said that support resources needed to be managed at a local level (rather than regional levels) so that resources could be better allocated to where they were needed. Sometimes smaller communities can miss out due to allocation decisions being made higher up.</p> <p>The Minister asked members what their most memorable YAG moments/things were. Responses were noted as follows:</p> <ul style="list-style-type: none"> • Abby appreciated the fact that the Minister took the chance and agreed to the establishment of the YAG. It provided her with opportunities to contribute her views on matters early on in their development processes. She never once felt that she was being asked to contribute her views on something as an after-thought and genuinely believes that her opinions were valued. Abby was also grateful for the chance to be able to work alongside the other members and to form lasting friendships with them. She enjoyed being involved in a 'Ministry setting' and having lots of different Ministry people present to YAG as it gave her insights on how the Ministry operates. • Kate said that it was feelings which attending meetings evoked that made being a YAG member special for her. She said that she felt like she was involved in something bigger than herself and that she was being listened to her thoughts were valued. • Members advised the Minister that the most important conversation that they had contributed to over the last year was 'well-being'. • Brodie acknowledged the support staff who facilitate and provide secretariat services to YAG and said that without the work which they do to prepare and organise things behind the scenes, that meetings would not be as successful or enjoyable as they are. • Members advice to anyone who may be considering being a YAG member includes: <ul style="list-style-type: none"> - Be open-minded and respectful of other members opinions - Don't be afraid to say what you want to say – your voice matters - Be prepared to work – membership can be exhausting, but definitely rewarding

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		<ul style="list-style-type: none"> Members believed that the most important decisions which the Ministry will be making in coming years will be related to Tomorrows Schools and the NCEA review. <p>On behalf of YAG, Watene thanked the Minister for all of his support throughout the year.</p> <p>Prior to leaving the Minister presented Abby with a parting gift to acknowledge and thank her for her contribution to YAG. Abby is the first member of the YAG alumni.</p>
15	YAG promotional video	As part of the YAG recruitment package that is being developed to fill vacant positions, members were filmed and interviewed on what being a YAG member meant – my education, my voice!
16	Meeting close	<p>Serena thanked all members for their participation in a very positive and productive two day meeting.</p> <p>Around the table thanks to members and facilitators ensued. Special thanks and warm wishes for the future were extended to Abby.</p>

END