**Briefing Note: Meeting with the Guardians of the Education Conversation**

| To:          | Hon Chris Hipkins, Minister of Education  
|             | Hon Tracey Martin, Associate Minister of Education |
| Date:       | 30 May 2019       | Priority: | Medium |
| Security Level: | In Confidence | METIS No: | 1191114 |
| Drafter:    | Jeff Gibson      | DDI:     | s 9(2)(a) |
| Key Contact:  | Emily Fabling | DDI:     | s 9(2)(a) |
| Messaging seen by Communications team: | No | Round Robin: | No |

**Purpose of Report**

The purpose of this paper is for you to:

**Note** that at 5 pm on Tuesday, 4 June you are meeting the Guardians of the Education Conversation who wish to discuss the following items:

- Your expectations on where you see the Guardians can add most value
- Some issues relating to what they heard from the Taskforce and the Learning Support Action Plan, and disabled voices across the Work Programme.

**Noted**

Agree that this Briefing will be proactively released.

| Agree / Disagree |

Emily Fabling  
Deputy Secretary  
Strategy Planning and Performance

Hon Chris Hipkins  
Minister of Education

Hon Tracey Martin  
Associate Minister of Education

3/6/19
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Signature of...
Background

1. The Guardians of the Education Conversation (the Guardians) were re-established in March with the group’s membership remaining the same as in 2018:
   - Judge Andrew Becroft (Chair)
   - Etta Bollinger
   - Prof Rawinia Higgins
   - Marian Hobbs
   - Dr Welby Ings
   - Dr Debbie Ryan
   - Sir Lockwood Smith
   - Deborah Walker

2. The Guardians held their first meeting on 2 May 2019 and building on their Terms of Reference they discussed their key role and responsibilities:
   - Provide guidance and oversight to the Ministry of Education and oversight to the Ministry of Education on the narrative and kaupapa of the overall Education Work Programme.
   - Continue to provide input and insight for a 30 year vision, reflecting the voices and kaupapa that emerged from the Korero Matauranga | Education Conversation.
   - Maintain a high level overall perspective so they can identify areas of particular focus where the voices could be more strongly emphasised.
   - Through their work, provide a mechanism that delivers increased confidence and assurance to the Minister of Education and New Zealanders that the voices are reflected in the Education Work Programme.

3. The Group agreed that in order to discharge these responsibilities they need:
   a) to have a clear understanding about the strengths and weaknesses of the data and analyses collected through the Summits and ongoing Korero Matauranga | Education Conversation processes;
   b) where practical, to provide their input as key Education Work Programme initiatives and related Cabinet papers are being developed;
   c) to meet with Minister(s) as soon as possible.

4. The immediate focus of the Guardians is on the Tomorrow’s Schools Review and the Learning Support Action Plan

5. Their next meeting on 4 June, prior to the meeting with you, will focus on points a) and b) above. Independent research reports, Ministry’s summaries and an infographic (in Annex 1) will be provided to the Group about data and analyses of the Summits and ongoing Korero Matauranga | Education Conversation.

6. They will also meet with the Tomorrow’s Schools Review Taskforce members and John McKeefry from the Ministry will provide an update on the Education Workforce Strategy.
7. The Guardians will then meet with you at 5 pm and would like to discuss the following items:
   
   - Your expectations on where you see the Guardians can add most value
   - Some issues relating to what they heard from the Taskforce and the Learning Support Action Plan, and disabled voices across the Work Programme.

Issues relevant to people with disabilities

8. Given their interest in education issues relevant to people with disabilities, you may wish to indicate to the Guardians that next week you will be receiving a Briefing Note in advance of your 26 June meeting, as members of the Ministerial Leadership Group on Disability Issues, with the Independent Monitoring Mechanism, which is made up of the Human Rights Commission, the Disabled People’s Organisations DPO Coalition and the Office of the Ombudsman.

9. The focus of the meeting will be on the progress to date and agency plans on the six issues that affect disabled people as well as on the participation of disabled people in government work that affects them.

10. We are proposing to formalise engagement with DPO’s to include a forward schedule of briefings and opportunities for input from the different parts of the work programme. We have already instigated a similar arrangement with the Disability Rights Commissioner, including a recent briefing on how we are bringing the threads of the work programme together.

Proactive Release

11. We recommend that this Briefing 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.

Annexes

Annex 1: Infographic Kōrero Mātauranga | Education Conversation
### The Education Work Programme

**What people told us / action taken**

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>Engagement and participation</td>
<td>36 whananga involving Over 2000 whānau, educators and ākonga</td>
<td>27 Pacific education fono 2000 people 7000 comments</td>
<td>Five meetings 500 parents and young people</td>
<td>1700 online survey responses 250 submissions 300 educators spoken to Seven hu with 450 participants</td>
<td>380 tamariki and rangatahi from backgrounds we don’t often hear from. 71 group meetings</td>
<td>16,000 people engaged during 2019; 26% of these were young people</td>
</tr>
</tbody>
</table>

**Main themes**

- **Māori want to exercise tino rangatiratanga** – agency and authority – over the education of Māori learners. Need for genuine partnership across the education system.
- **Racism and bias impact Māori learner confidence, achievement and outcomes**.
- **The education system needs to better reflect and foster Māori identity, culture and values in all their diversity**.
- **Teaching and learning should be culturally responsive, individualised, localised, relevant, flexible and future-focused**.
- **Māori seek to develop skills, knowledge and experience to support their participation in the wā Māori and New Zealand society**.
- **Education workforce more representative of and responsible to Māori**.

- **Wellbeing is hugely important. It relies on being physically and emotionally and culturally safe in our schools, homes and even online**.
- **Experiences of bias, racism and bullying are negatively impacting our young people’s mental health**.
- **Teachers need to be engaging in the way they teach and they need to listen to students and draw on their interests in the classroom**.
- **Our young people want to be leaders and co-designers in what is taught**.
- **Parents and families want more involvement in education and grow their understanding of the New Zealand system**.
- **Experience, in the classroom**.
- **Our young people want to be leaders and co-designers in what is taught**.
- **Parents and families want more involvement in education and grow their understanding of the New Zealand system**.
- **Minister has announced**:
  - The Government will move towards all educators holding at least a Level 4 ECE qualification.
  - New requirements will be introduced for service providers, including health and safety training and professional development for educators.
  - The role of the teacher-qualified co-ordinator and the Education Review Office will be strengthened.
  - New requirements to be considered to make funding more transparent for parents and educators.
  - Further work with the sector on funding and regulations to support quality for all children in home-based ECE.
  - Police vetting for all adults who live and/or may be present in the home.
- **Wellbeing - a sense of belonging and inclusion is required for effective learning**.
  - Feeling safe and free bullying, racism and discrimination is important.
  - Poverty identified as a barrier to learning.
  - Teachers who are open, caring, fair and passionate and who take the time to develop relationships are valued.
  - Some teachers could be more responsive to learner needs. More need to recognise learners’ identity needs and culture.
  - A fuller range of subjects and different ways of learning should be an option.
  - Learning in its true and about to Māori is important.
- **Transitions from one type of learning to another needs better support**.

**Next steps/more information**

- **Whananga reports**: National and Regional Feedback will inform next Ka Hikitia - the Māori Education Strategy.
- **Fono reports**: Feed back will inform the development of the Pacific Education Strategy.
- **Education conversation with ethnic communities**.
- **Decisions to form part of the Early Learning Strategic Plan**.
- This feedback, and that from the online conversation, will go into the design of the draft NELP. This draft will be subject to public consultation.
- **For more details, see the NCEA Change Package Overview 2019**.
## The Education Work Programme

### Other components

(Feedback being analysed or sector only)

<table>
<thead>
<tr>
<th>Component</th>
<th>Education Workforce Strategy</th>
<th>Learning Support Draft Action Plan</th>
<th>Early Learning Strategic Plan</th>
<th>Tomorrow's Schools Review</th>
<th>Curriculum Progress And Achievement</th>
<th>Reform of Vocational Education (ROVE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>A Vision for the Education Workforce 2025 has been developed working with the education sector and government education agencies.</td>
<td>736 survey respondents 112 email submissions 56 group meetings</td>
<td>2264 online survey submissions 44 written with 1500+ people 219 written submissions</td>
<td>2274 online survey participants 200+ meetings 94 submissions and 319 social media posts</td>
<td>A Ministerial Advisory Group (MAG) of educationalists and practitioners has been set up along with a Reference Group of teachers, kaiako, kai tātea and kūmara leaders, to strengthen the focus on curriculum, progress and achievement. Discusstion with Māori and Pacific educators, kai tātea and kūmara leaders will provide a learning support perspective.</td>
<td>1500 submissions 200 events and meetings</td>
</tr>
</tbody>
</table>

### Next steps

- **An Education Workforce Strategy and a Change Management Action Plan** will be developed in 2019.
- Submissions are being considered.
- A final Action Plan will be released in 2019.
- The final Strategic Plan is under development. This will include the decisions on the Review of Home Based Early Childhood Education.
- The Independent Taskforce report is due to Minister 28 June 2019.
- The MA will submit their advice to the Minister in 2019.
- Submissions are now being considered. Proposed changes will go to Cabinet for approval in 2019.

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### Voices from The Education Conversation

What people told us

On-line survey: 16,466 responses

<table>
<thead>
<tr>
<th>Voice</th>
<th>Young People</th>
<th>Disabilities and Learning Support</th>
<th>Māori</th>
<th>Pacific peoples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>1653 young people aged 5 to 18</td>
<td>800 students and parents</td>
<td>2122 Māori akonga, whanau, educators, board members and employers</td>
<td>872 Pacific students, parents, educators and board members</td>
</tr>
</tbody>
</table>

**Main themes**

- Need for greater cultural representation and diversity
- More say in what we learn, and how our schools are run, will increase engagement
- Learning experiences that are enjoyable and engaging
- A system that meets the needs of different learners, and those with learning needs
- Wellbeing as a priority
- Reduce stress. Too much emphasis on external assessment
- High-quality education for all, regardless of socio-economic status
- Learning relevant to life e.g. - career options and life skills.

- All students have equitable access to education
- Celebrate diversity
- Earlier identification of disability or learning support needs and greater access to services
- More resources to ensure people of all abilities have the opportunity to succeed
- Strong emphasis on meeting the needs of individual learners
- Students equipped with a broad range of knowledge and able to apply it to real-world situations
- Need for personalised rather than comparative assessment.

- Identity, culture and pride fostered in education system
- Compulsory education in Te Reo Māori, Tikanga Māori and New Zealand history
- More culturally responsive teachers and more support and resources for teachers
- Equal access to quality education regardless of ethnic or socio-economic background
- Schools to foster social skills as well as academic progress
- Wellbeing of vital importance
- Numeracy, literacy and basic life skills seen as critical
- More consultation and engagement of whānau in education to support their akonga.
- Education needs to be equitable and inclusive, and to respond to the needs of all learners
- Knowledge of life skills, and social skills, as well as in literacy and numeracy, were important
- Family and community play a significant role in education and need to be more engaged
- Outcomes would improve for Pacific students if schools were more responsible to their needs
- Improved conditions, pay and resources for teachers
- Promote student wellbeing through more interest in their mental and physical health.

### Next steps

- **Voices of Young People Summary Report**
- Summary and full report release in mid-2019
- Full summary and full report release in mid-2019

#kōreroMātauranga

Total of 44,370 people involved in education conversations so far

16,440 survey responses about the future of education

1,400 people attend the Education Summits

#EdConvo18 trended #1 on Twitter

29 May 2019