Education Report: Education Conversation | Kōrero Mātauranga Events after the Summits

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<th>Hon Chris Hipkins, Minister of Education</th>
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<td>Date:</td>
<td>13 April 2018</td>
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<tr>
<td>Priority:</td>
<td>High</td>
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<td>METIS No:</td>
<td>1119455</td>
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<td>Security Level:</td>
<td>In Confidence</td>
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<td>Draft:</td>
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<td>Round robin:</td>
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<td>Messaging seen by Communications team:</td>
<td>Yes</td>
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Purpose of report

This paper sets out the Ministry’s recommended approach to continuing the Education Conversation | Kōrero Mātauranga in the regions. The events and engagements have been designed to protect the integrity of what the Ministry has learned from the Education Conversation | Kōrero Mātauranga so far. Likewise, learnings from the Summits will also feed into these events and engagements.

Summary

1. This Report sets out our thinking on timing and channels for this next phase of the Education Conversation | Kōrero Mātauranga. The design supports the Government’s directions to engage directly with those who have not traditionally had a voice in their education system.

2. The events, wananga, fono, targeted meetings and digital engagements are inclusive, with collateral prepared in Te Reo Māori, five Pasifika languages, Braille, Easy Reading Formats, and New Zealand Sign Language. Face to face engagements will have an inclusive design with small rooms available for those who need quieter spaces and smaller groups. Planned engagements include targeted meetings that will be facilitated by people who know children and young persons or who know how to find and encourage people who we do not normally hear from to attend meetings. These targeted meetings will also be advertised. Officials will also meet with people that the Ministers become of aware of, within our capacity to do so.

3. At the May Summits, Ministers will be able to tell Summit participants where and what the next events are and how to engage in them. This map of events will be publicly available and given to our stakeholders for them to encourage participation from them and their members.

4. To progress key elements of your work programme, we recommend that this next phase of the Education Conversation | Kōrero Mātauranga is also used to inform the analysis.
for the next engagement phase for the strategies and strategic instruments that you intend to complete during 2018. The Education Conversation | Kōrero Mātauranga is blue skies and sets the directions. For those that wish to, the Ministry will also provide ways to engage on more detailed or technical ideas on how to achieve those directions.

**Recommended Actions**

The Ministry of Education recommends you:

a. **agree** the purpose of the engagement after the Summits would be to:
   - continue the Education Conversation | Kōrero Mātauranga in the regions, using the outputs from the Summit at events, wānanga, fono, targeted meetings, and a continuing digital engagement strategy
   - ensure that there are good opportunities for those who are underserved by the education system, or whose voices are not traditionally heard, to provide input into the Education Conversation | Kōrero Mātauranga; and
   - support an early conversation about how to get from where we are now to the direction set by the Summit. This conversation will be early input to inform the education strategies being developed during 2018.  
   
   Agree | Disagree

b. **note** that the Ministry proposes wide face to face and digital engagement channels that will protect the integrity of the Education Conversation | Kōrero Mātauranga, while continuing to feed the conversation with new information and evidence

   Noted

c. **note** that on a case-by-case basis and within capacity constraints, we will arrange meetings with people that self-identify (for example to Ministers' Offices), especially if they are not able to get involved through any of above engagement channels

   Noted

d. **note** that the early conversation on how to achieve the directions set by the Summit will enable those that want to have a more practical or technical conversation about what should change. This engagement will be structured by themes that stakeholders identify with. These themes will be informed by the Education Conversation | Kōrero Mātauranga, Summits, and questions from the education strategies

   Noted

e. **note** the strategies and strategic instruments that the significant listening engagements will help provide early input into include:
   - The Statement of National Education and Learning Priorities
   - Ka Hikitia and Tau Mai Te Reo
   - the Pasifika Education Plan
   - the Early Childhood Education (ECE) Ten Year Strategic Plan
   - the Tertiary Education Strategy; and
   - learning support

   Noted
f. note that this next phase of the Education Conversation | Kōrero Mātauranga will start soon after the Summits, on 21 May 2018  
   Noted

g. note that the review of the National Certificate of Education Achievement (NCEA) will have a very big listening engagement underway at the same time. This engagement has also been designed to protect the integrity of the Education Conversation | Kōrero Mātauranga. The two large engagements will coordinate so that those engaging will share relevant analysis and collateral. There will be no wrong door for stakeholders and the public to participate and have their say.  
   Noted

h. forward this Education Report to:
   - Hon Kelvin Davis, Associate Minister of Education
   - Hon Jenny Salesa, Associate Minister of Education
   - Hon Tracey Martin, Associate Minister of Education  
   Agree / Disagree

Proactive Release Recommendation

i. agree that this Education Report is proactively released as part of the next publication.  
   Agree / Disagree

Dr Andrea Schöllmann  
Deputy Secretary  
Education System Policy  
13/04/2018

Emily Fabling  
Deputy Secretary  
Strategy Planning & Governance  
13/04/2018

Hon Chris Hipkins  
Minister of Education  
24/4/19
Context

1. The Ministry has been considering how to continue the Education Conversation | Kōrero Mātauranga, beyond the Auckland and Christchurch events. Continuing the conversation is key to realising your vision that the sector and the public will be able to continue to engage in a strategic conversation about the value of education and the future challenges and opportunities in the education system [CAB-18-Min-0024 refers].

2. At the same time, key aspects of your education portfolio work programme need to be progressed. The following strategies or strategic instruments for the education system also need to start engaging:
   a. the National Education and Learning Priorities
   b. Ka Hikitia and Tau Mai Te Reo
   c. Pasifika Education Plan
   d. Early Childhood Education (ECE) Ten Year Strategic Plan, and the ECE Home Based Review,
   e. the Tertiary Education Strategy; and
   f. ensuring learning support is part of the above strategies.

3. It is important that the strategies have an early listening conversation with those who have been underserved by the education system and/or whose voices have not been heard. To facilitate this conversation, the engagement needs to use themes that make sense from a stakeholder perspective rather than being structured around each individual strategy. The themes are informed by the Education Conversation | Kōrero Mātauranga, system evidence, and key questions from the work programmes.

4. The system evidence is intended to inform and feed the Education Conversation | Kōrero Mātauranga as well as strategies work. Using available evidence, papers will be released about how the education system is performing in relation to the objectives for education as set out in the Education Act. A summary of the insights from these papers, with the key questions for engagement, will be translated into te reo Māori and five Pasifika languages - Samoan, Tongan, Niuean, Cook Island Māori and Tokelauan - as well as braille, New Zealand Sign Language, and easy reading formats.

5. The papers themselves will also be made publicly available as additional background for anyone wanting more information. We will provide your office with drafts of these papers, and the other collateral, before finalising and publishing them.

Continuing the Education Conversation | Kōrero Mātauranga

6. Separate public engagement on multiple work streams can be confusing and overwhelming for the sector and the public, and can lead to "consultation fatigue". Multiple engagements are difficult to coordinate and can cause the work programmes to lack coherence. For this reason, the Ministry recommends an integrated and coordinated approach to the engagement opportunities that will continue and protect the integrity of the Education Conversation | Kōrero Mātauranga while also giving those who want to an opportunity to have an early input on the development of the strategies.

7. To meet these objectives, the Ministry recommends a range of regional face to face and digital engagement opportunities that would:
   a. continue to develop the Education Conversation | Kōrero Mātauranga, building on the outputs of the Summits;
b. engage with the sector and from the general public, including iwi and Māori and Pasifika communities as well as other groups who have been underserved by the education system and/or whose voices have not been heard;

c. support an early conversation about how to get from where we are now to the direction set by the Summit and Education Conversation | Kōrero Mātauranga. This conversation will be early input to inform the education strategies being developed during 2018 on the strategies listed above.

8. This approach will ensure that the development of the strategies is visibly driven off the direction set by the Summits and Education Conversation | Kōrero Mātauranga, rather than being seen as taking place in a separate silo. The Ministry will work with the Touchstone Group to ensure that the values, vision and principles arising from the Education Conversation | Kōrero Mātauranga are honoured through the engagement process. Cabinet is currently considering the Touchstone Group appointments.

We have an inclusive design with different ways for everyone to choose how they engage and what to engage on

9. To support the above objectives, the Ministry is designing the face to face and digital engagement to be inclusive. Every event, whether it is a large regional event wānanga, fono, or targeted meeting will be designed to be inclusive and welcoming. Small groups or rooms will be available for those who need it and conversations will be structured around stakeholders and what they want to talk about. The scale of engagement is described in Annex 1.

10. All appropriate content and collateral will be translated into:
   a. Te Reo Māori
   b. the five Pasifika languages
   c. braille
   d. New Zealand sign language
   e. easy to read format.

11. The Ministry will ensure that at the Summit Ministers will be able to provide an engagement map so that Summit participants, stakeholders and the public can choose how to engage and what they want to engage on. Some will prefer to engage on work that is meaningful to them with a shorter time horizon, like the NCEA review. Others will prefer to engage on the blue skies thinking of the Education Conversation | Kōrero Mātauranga and have an experience similar to the May Summits. Others will want a more practical conversation based on how the system will change to achieve the directions being set out by the Education Conversation | Kōrero Mātauranga.

The Ministry will maintain close coordination

12. Planning for regional engagement is being closely coordinated with the following other aspects of your work programme:
   a. Learning Support Action Plan
   b. Independent Taskforce for the Tomorrow Schools Review
   c. Early Childhood Home Based Review
   d. NCEA review; and
   e. Curriculum, Progress and Achievement Review.

13. This close coordination means that there is no wrong door for the sector and the public to provide feedback, and the engagement processes and analysis across this work
should appear coordinated and coherent. The NCEA review engagement is also large and is in a listening phase. The scale of this engagement is summarised in Annex 2.

14. Members of the Independent Taskforce undertaking the Tomorrows Schools Review and some members of the Ministerial Advisory Groups are also likely to attend the regional engagement in a listening role as an opportunity to directly hear feedback on how the system is meeting the needs of children, young people, and their communities at present. Analysis from the above engagement can also be made available to the Independent Taskforce to inform their thinking. This will be in addition to the independent engagement process that the Taskforce will run, however close coordinated will ensure that these processes complement each other.

15. The Learning Support Forum held on 18 June will begin with the Education Conversation | Kōrero Mātauranga and the conversation on the education strategies, and then move on to discuss the Learning Support Action Plan. Similarly, the Community of Learning Forum in June has also set time aside to continue the Education Conversation | Kōrero Mātauranga.

Next steps

Engagements in the regions should start soon after the Summits are held

16. It will be important to maintain momentum on the Education Conversation | Kōrero Mātauranga, and have the next stage initiated as soon as possible after the Summits have concluded. We recommend that the regional engagement events begin no later than 21 May 2018, and last for approximately six weeks.

17. This will allow time for the feedback received across this process to be collated and analysed, and inform your decisions on the draft strategies that will be consulted on in late August to early October. We anticipate that a second, formal consultation period planned for August – October will require Cabinet approval. Concluding the regional conversations by approximately the end of June will allow approximately 7 weeks to collate and analyse feedback, and support the Cabinet process for your draft education strategies to be approved for formal consultation.

18. To protect the integrity of our learnings from the Education Conversation | Kōrero Mātauranga early directions or summaries from the Summit and digital engagements would be presented in the regional engagement. It is likely that images, quotes, and moving visual media from the Summits would be developed and released alongside the regional engagement. These can be organically added into the engagement as they are developed.

19. There is minimal risk with this approach because the Education Conversation | Kōrero Mātauranga is intended to be organic and responsive to input from the public and the sector. An early start sustains the Education Conversation | Kōrero Mātauranga without loss of momentum and an evolving contribution also allows the conversation to evolve.

We will keep you informed as the planning gets underway

20. Officials will liaise with Ministers’ Offices on the timing and locations of large regional meetings, wānanga, fono, and any additional targeted meetings. We expect the planning for these to be firmed up by early May, with contingency planning in place for wānanga held on marae.

Proactive release of Education Report

21. 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.
Annexes

Annex 1: Scale of regional face to face and digital engagements after the Summits

This next stage of the Education Conversation | Kōrero Mātauranga would comprise the following channels:

- Digital engagement, making continuing use of the Education Conversation | Kōrero Mātauranga collateral and analysis, including a new survey, continuing use of the hashtags, the Ministry’s website, and enabling feedback to be emailed or posted. Continuing analysis of the feedback will inform directions and planning;
- Communicating with everyone about how to participate in the Education Conversation | Kōrero Mātauranga and regional engagement;
- Ten wānanga\(^1\) facilitated by iwi and Māori community leaders for all Māori to attend including: Māori peak bodies, educational leaders, teachers, children and young persons, and their whānau. Some wānanga would be held in rural and isolated communities and some in main centres, depending on the Māori populations location in the educational region;
- Eight evening fono facilitated by Pasifika staff of the Ministry of Education and Pasifika community leaders, and held where there are clusters of Pasifika populations;
- Ten large regional meetings set up in coordination with the wānanga and fono, to ensure that the general public and our traditional education stakeholder groups have an opportunity to engage and provide feedback, and that travel arrangements and participants and officials’ time is best used;
- Up to sixty additional targeted meetings (up to six held in each region). We will approach organisations with strong networks in these communities to seek their assistance with brokering and facilitating these targeted conversations. These groups include:
  - the LGBTQIA+ community
  - refugee and migrant communities
  - rural, isolated, and low socio-economic communities
  - children aged five and under
  - young people who have disengaged from education; and
  - learning support and alternative education communities.
- Working with the Office for the Children’s Commissioner (OCC) to use the OCC and New Zealand Schools Trustee Association (NZSTA) survey of children and young people, rather than repeating their large and useful engagement\(^2\)
- Using regular relationship meetings with stakeholder peak bodies to seek their input at the national level, and
- On a case-by-case basis and within capacity constraints, we will arrange meetings with people that self-identify (for example to Ministers’ Offices), especially if they are not able to get involved through any of above engagement channels.
- We will provide ongoing feedback from the regional engagement to the Touchstone Group.

\(^1\) Wānanga means to meet and discuss, deliberate, consider (Māori Dictionary).
\(^2\) Ministry officials have been working with the Office for the Children’s Commissioner to identify the best way to have children and young people input into the proposed engagement and the engagement channels are based on their advice.
Annex 2: Scale of NCEA review engagement

The NCEA review comprises the following channels:

**National Engagement:**

- Digital engagement including broad and targeted surveys focused on NCEA, customised by user type; use of social media (e.g., hashtags, user-generated content); production of web material to support the NCEA Discussion Documents and supporting information, and enabling feedback to be emailed or submitted in person or via post.

- Online discussions (four online discussion ‘events’ in Ask Me Anything format) to ensure that the general public and our traditional education stakeholder groups have an opportunity to engage and provide feedback. These are particularly targeted at a youth audience.

- Attendance by the Ministry at key community events such as regional and national kapa haka competitions and national subject association conferences to discuss the Review and encourage participation and feedback.

- Traditional and social media campaign to raise awareness about how to participate in the future of NCEA.

- Community design competition to encourage creative responses on how NCEA could be improved, particularly from those who participate in NCEA (i.e., young people)

**Regional Engagement:**

- Regional engagement activities in schools and at community events led by our Regional Engagement Leads. This is a group of approximately 15 Secondary School Principals who have been engaged to champion the Review in their region.

- Activation of over 150 Regional Ambassadors for the Review. These are interested volunteers who are willing to activate their networks to encourage participation in the Review. This could vary from a teacher leading a staff room conversation to a discussion with the local chamber of commerce, to engagement with local iwi.

- Various regional engagement activities in schools and at community events for Ākonga Māori.

- Approximately 50 public workshops to ensure that, at a local level, the general public and our traditional education stakeholder groups have an opportunity to engage and provide feedback. These will be delivered regionally, at least one in each region will be Māori Medium specific.

- Approximately 50 focus groups targeted at reaching those young people and communities who we usually struggle to reach such as the LGBTQIA+ community, refugee and migrant communities, low socio-economic communities, young people who have disengaged from education, and learning support and alternative education communities.

- A number of interviews to ensure we have a strong understanding of the experience of those who use NCEA.