**Education Report: Ministerial Youth Advisory Group, Insights from Meeting 10 and 11 May, 2018**

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<th>Minister Hipkins</th>
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<td>Date:</td>
<td>19 June 2018</td>
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<td>METIS No:</td>
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<td>Messaging seen by Communications team:</td>
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Kia ora Minister,

**Purpose of report**

This report provides you with the insights and advice from the Ministerial Youth Advisory Group from their 10 - 11 May 2018 meeting.
Summary

1 The meeting of the Ministerial Youth Advisory Group (YAG) was held on 10 and 11 May 2018 at Mātauranga House.

2 As part of that meeting you met with the YAG members for two hours on Friday 11 May 2018 at Mātauranga House, and discussions included:
   - what ‘excellent’ in education looks like
   - the Education Reform Work Programme
   - the New Zealand Curriculum and Te Marautanga o Aotearoa, and
   - the Education Summits with some members sharing their experience.

3 During the meeting, the YAG members identified areas they consider are a priority for the education system, which they would like considered in all areas of the Education Reform. They include:
   
   a. Culturally responsive schools that:
      - Normalise te reo Māori and tikanga Māori in all schools
      - Are inclusive for all students regardless of their socio-economic background, culture, ethnicity, learning capabilities or language
      - Understand how to make relevant connections to where they live, through their family, whānau, community and through the curriculum, and
      - A system that recognises progression over achievement.

   b. Quality education that supports students to develop, so that they are inspired to thrive within society:
      - Adaptable environments and content that is of interest to students
      - Māori and Pacific students are confident, and proud of their identity and culture
      - Students are independent and self-manage, and
      - They are confident transitioning from school to adulthood.

   c. Recognise the importance of wellbeing, where:
      - Students are happy and healthy
      - Education prioritises and recognises a student’s personal wellbeing, their needs, and unique abilities
      - All possible pathways are promoted to students, and they are enabled to pursue them
      - There are adequate resources so that the diverse student needs of all students can be met
      - There are good, transparent relationships across all teaching levels, and
      - Engagement with families and communities is genuine, and their ideas or suggestions are taken seriously.

4 At the meeting the YAG members also reviewed and endorsed the draft of the Ministry’s Student Engagement Toolkit.

5 This report also outlines the Ministry’s efforts to promote and grow membership on the Online Youth Forum. To date the forum continues to have low numbers of members registered. A new approach will be required.
Recommended Actions

The Ministry of Education recommends you:

a. note meeting notes from the meeting which have been ratified by the Youth Advisory Group (Appendix 1)

   Noted

b. agree to filming at the next YAG meeting in August 2018 for the promotional video for the 2019 recruitment

   Agree / Disagree

c. note we will provide a report back on the Online Youth Forum prior to the August meeting.

   Noted

d. note our next steps are:
   - socialisation of the insights with relevant Ministry groups or programmes
   - invite Associate Ministers Davis, Martin and Salesa to future meetings
   - to identify a new approach for an Online Youth Forum.

   Noted

e. proactively release this Education Report.

   Release / Not Release


Rose Jamieson
Deputy Secretary (Acting)
Parents Information and Community Intelligence

18/06/2018

Hon Chris Hipkins
Minister of Education

31/7/18
Introduction

6 At the recent Ministerial Youth Advisory Group (YAG) meeting on 10 and 11 May 2018, there were five topics on the agenda for the members to consider. They were:

- What ‘excellent’ looks like in education,
- Areas of the Education Work Portfolio programme,
- The New Zealand Curriculum and Te Marautanga o Aotearoa,
- The Education Summits, and
- The Ministry’s draft Student Engagement Toolkit

Topic 1 - What ‘excellent’ looks like in education

7 The purpose statement for the Ministry of Education is: ‘Shape the education system that delivers equitably and excellent outcomes for all New Zealand children and young people’. YAG members were invited to describe what they believe were the characteristics of:

- Excellent learning,
- Excellent schooling or an excellent school, and
- Excellent education.

8 This exercise identified principles and values they consider are priorities for equitable and excellent outcomes for all New Zealand children and young people. The three priorities are:

- Priority 1 - Environments that are culturally responsive,
- Priority 2 - Wellbeing, and
- Priority 3 - Students are developed, and are inspired to thrive in society.

9 The three priorities have been further detailed to form advice to you:

Priority 1 - Environments that are culturally responsive:

10 The members expressed the importance for schools to understand the impact that identity, language and culture has on their achievement; whether that be the environment, learning through localised curriculum or normalisation of various languages. “Ka koa te ngākau i te kitera atu i tōku reo i tōku ahurea - recognition of my voice, my culture.”

11 They would like more inclusiveness of cultures and the flexibility to be able to explore their own identity and those of their peers in a school setting.

12 It was important for members that schools understand that their parents, family, whānau and wider community also contribute to their learning. “Teachers aren’t the only source of learning, parents teach.”

13 There is an expectation that education is fair and accessible, regardless of your socio-economic background, culture or ethnicity. “Students shouldn’t be scared that lack of money will interrupt their education. Fees are a big barrier to achieving well in school – education needs to be fair. Students from rich families have a clear advantage.”

Priority 2 - Wellbeing:

14 Personal wellbeing is a priority for YAG members. This means trusted and transparent relationships between learners, their family, whānau and community so together, they can meet the unique needs of every learner. “It values each student as an individual and is aware of their unique abilities and needs.”
15 They want schools to be safe and secure environments where they are able to explore areas of interest to them, not just a focus on NCEA.

16 YAG would like to see schools focus on the ‘whole person’ not just achievement.

**Priority 3 - Students are developed, and inspired to thrive within society:**

17 Education needs to prepare young people for the future. This includes soft skills, 21st century skills and social skills. Members don’t see school as just a pathway to tertiary or employment; but a pathway from youth into adulthood. “Produce well-rounded and informed citizens.”

18 They would like Education to prioritise ‘quality’ over ‘excellent’. This is because each learner has their own unique needs, strengths and aspirations.

19 YAG members felt that the term ‘excellent’ did not recognise all the other attributes they bring to society.

**Topic 2 - Education Work Portfolio Programme**

20 YAG looked at all areas of the Education Work Portfolio Programme and provided feedback based on the priorities they identified:

21 **Early learning 10 year strategic plan and review of home-based early childhood education:** members agreed that for Strategic Plan, it is important that there is a cultural lens over both the plan and review. YAG are interested to know how the voices of children, families and whānau will be captured in the review.

22 **Tomorrow’s School’s review:** members feel that the review should clearly identify to the public how they intend to engage with current students in the review including student participation in public consultation and leadership roles within the review. YAG also would like the review to consider the impact on international students, migrants and students with learning difficulties or impairments.

23 **Future Focused Workforce:** YAG would like to see teacher and student wellbeing prioritised and criteria included on what ‘ideal’ workforce/teacher qualities are.

24 **Ka Hikitia update:** YAG would like the strategy to extend its focus not only on educational success, as is currently stated, but also life-long success.
   • Three members identified they would like to be included in the Ka Hikitia wānanga that are being held regionally, and this has been organised.

25 **Pasifika Education Plan (PEP) update:** members would like the update to expand its focus to include multiple pathways, including apprenticeships and employment, not just tertiary education.
   • Three members have identified that they would like to be included in the regional focus groups for the PEP update, and this has been organised.

26 Although wellbeing was alluded to in the Education Work Portfolio Programme, the YAG felt it is not clearly stated. YAG would like wellbeing to be included and transparent in all areas of the Education Portfolio Work Programme.
Members found it difficult to understand some of the communications from the Ministry to the public on the Education Work Portfolio Programme. They would like to reinforce the importance that all communications be in plain English so that the information is accessible to everyone.

**Topic 3 - New Zealand Curriculum and Te Marautanga o Aotearoa**

Localised curriculum was identified as important to YAG members at the meeting in February 2018. A short workshop on New Zealand Curriculum and Te Marautanga o Aotearoa was arranged for the YAG members to assist in their understanding of how the curriculum is developed within their schools, and who can contribute.

This was an enriching and energising session that gave members clarity on how schools are able to co-design localised curriculum with students, parents, family, whānau and community.

**Topic 4 - Education Summits**

All YAG members were invited to attend the Education Summits. Five members attended the Summit in Christchurch on 5 and 6 May 2018.

The members who attended felt the Summit in Christchurch was done well and particularly enjoyed connecting with others and hearing their experiences and insights. However, they felt there was a noticeable lack of young people present and the Summit would have benefited by including a broader range of youth ‘voices’.

Overall, they felt specific feedback may have been “watered down” because of the way the Summit appeared to be organised, and the collective view of the attendees was gathered, not the views of specific people or groups. They felt the voice of those with unique needs or perspectives may have been lost in the wider conversation.

YAG identified that they would like the Ministry to ensure that youth voice be prioritised.

The members noted that the outcomes form the Summits fed into the 30 Year Education Plan and are interested to know what the timelines to implement any changes would be.

**Topic 5 – Ministry’s draft Student Engagement Toolkit**

The YAG members reviewed and endorsed the Ministry’s draft Student Engagement Toolkit (working title). This toolkit is a set of guidelines designed for Ministry staff on best practice when consulting or co-designing with children and young people.

**Conversations in a Box**

We note your request to approach YAG members to consider facilitating ‘Conversations in a Box’ with their family, whānau, peers, school and community.

We will contact YAG members to identify who might be interested in leading a conversation. We will liaise through your Private Secretary.
Online Youth Forum (OYF)

38 We set up an Online Youth Forum (OYF) in late 2017. The forum was to provide an avenue for the young people not on the YAG, and to test the insights from the YAG.

39 However, Ministry efforts to promote and grow membership on the Online Youth Forum (OYF) to date have largely been ineffective, and the forum continues to have low numbers of members.

40 We are currently considering other mechanisms such as:
   - Platforms youth are familiar with and already use - to increase the potential of youth engaging in conversation,
   - Providing incentives to participate,
   - Instant feedback loops to participants through well facilitated engagement,
   - Topics are of interest to youth, or chosen by them,
   - Reducing lengthy registration processes which may pose a barrier to young people, and
   - Whether the original intent of the Forum mechanism is still required (to test the YAG insights), or determine if more value could be derived by redefining the purpose of a Ministry forum or channel to youth.

41 We will provide a report back on potential options in the Education Report we send prior to the August YAG meeting.

Secretariat comments

42 We note your preference for the YAG to continue into 2019. We will co-design any improvements for YAG 2019 with the current members at the August 2018 meeting. Participation in the co-design would ideally require representation from your office, and we will liaise with your Private Secretary to identify the appropriate staff member.

43 We propose to film your engagement with YAG members at the August meeting to use in a promotional video to recruit new members for 2019.

44 It is important that we find a balance between informative material, engaging conversations and activities, so that YAG members do not get disengaged or distracted. This may mean we consider holding the next meeting at a different venue that is more stimulating.

Next steps

45 Our next steps are:
   - socialisation of YAG insights to relevant Ministry groups
   - inviting Associate Ministers Davis, Martin and Salesa to a future YAG meeting, and providing them with background information, and
   - identifying a new approach for the Online Youth Forum.